THE UNIVERSITY OF ALBERTA

SUPPORT FOR SUCCESS: A MENTORSHIP PROGRAM FOR FIRST YEAR SCHOOL-BASED ADMINISTRATORS

by

KENNETH D. PODLUBNY ©

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Doctor of Education

in

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DEDICATION

I dedicate this thesis to the memory of my father, Peter, and to my mother, Jessie, my two first and greatest mentors. For without their faith and trust in me this work could never have taken place. To both of you, I offer my deepest love, admiration, and gratitude.

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Abstract

SUPPORT FOR SUCCESS: A MENTORSHIP PROGRAM FOR FIRST-YEAR SCHOOL-BASED ADMINISTRATORS

By Kenneth D. Podlubny

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This research acknowledges a common problem existent in North American school jurisdictions between 1980 and the year 2000: an aging school-based administrative force. Many of these individuals became school-based principals at a young age during the 1960's and 70's and on masse during the 1980's and 1990's have or are reaching the age of retirement. Such a large number of retirees clustered in such a short period is atypical to what is acknowledged as the norm for succession planning. School jurisdictions are promoting appointees to school leadership positions more hurriedly than ever before. A subsequent problem stemming from this stimulus and corroborated by the literature review, is that these new appointees entering the field find themselves ill-prepared to assume their roles as school-based administrators based upon their academic preparation only. A further review of the literature subsequently indicates that North American school jurisdictions are in increasing numbers, recognizing the need for "on-the-job training" and support for new appointees and are adopting a support strategy historically utilized primarily by the business sector to facilitate this: mentorship.

This study proposes that formal mentorship programs are a viable and effective pedagogical/support alternative to the informal preparatory stratagem perceived to be so influential by so many yet proven so elusive to most. This study further proposes that effective educationally based formal mentorship programs are currently in use by a minority of educational organizations and that the experiences of these organizations should be adopted and utilized to alleviate the needs of the growing population of newly appointed school-based administrators. Lastly, this study posits that mentorship is a process that possesses specific characteristics and demands that particular steps be followed to ensure successful implementation.

Qualitative research methodology is used in this study. Transcripts of ethnographic, semi-structured career history interviews of interviewees from three different organizations, a small western Canadian urban school district, a division of the Personnel Administration Office of a western Canadian provincial government, and a large urban western Canadian school district are analyzed to develop a phenomenological description of the experience. Data analysis involves a triangulation of information acquired from similar groups within all three organizations to determine common traits and characteristics of effective formal mentorship programs. Two global themes emerge: the common attributes inherent to formal mentorship programs, and the pedagogical and support value of mentorship programs. Results of the study are discussed within a developmental context, the creation and implementation of the "Support for Success" Mentorship Program for School District Y.

The intent of this work is to enable school jurisdiction administrators, at all levels, to gain an understanding of the context of mentorship as a process, consider the value of introducing a formal mentorship program to their own school juridiction, become cognizant of the characteristics inherent to effective mentorship programs and participants, and be able to utilize a proven formal mentorship program model.

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A very special thank you is expressed to Dr. T.C. (Craig) Montgomerie, supervisor of this thesis, for his continued support, insightful guidance, focus, and friendship.

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With all my heart, I thank my parents, Peter and Jessie Podlubny, who gave me the gifts of life, love, and fortitude, and who have always been my greatest advocates.

Finally, I offer my deepest love and gratitude to my wife, Linda, and our three children, Lauren, Ryan, and Greg. My family has unconditionally loved me, and supported me in a way only they could, not only through this project but for what I am and what I do, and continue to remind me of what is truly important in life: God, family, and friends.

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CHAPTER ONE

THE PROBLEM AND ITS SETTINGS

Introduction

The term mentorship has traditionally described a particular type of relationship. The term seemingly originated from Homer's epic *The Odyssey* in which Ulysses selects his wise and trusted friend, Mentor, to guard and guide his son, Telemachus. Throughout history many other examples of mentoring, or mentor/protégé relationships have been well documented. Pence (1991) refers to Thomas A. Scott as being a mentor to Andrew Carnegie, Franz Boas being a mentor to Margaret Mead, and Dr. Benjamin E. Mays being a mentor to Martin Luther King, Jr. In these cases Pence (1991) suggests that the common image of the mentor is that of a wise, warm, caring, and helpful older person who takes it upon him or herself to become a guide for a younger person in all aspects of life (p. 3). Further, Levinson (1979) suggests that "the mentor relationship is one of the most complex, and developmentally important, a man can have in early adulthood."(p. 97)

Within this context of mentorship, many people perceive themselves as being nurtured, and therefore mentored, by someone at some stage in their lives. Mentoring has historically evolved into a relationship that extends beyond the informal image painted by Pence. Mentorship contemporarily occurs within the business community, the professions, including the field of education. Daresh (1987) states that:

> one of the fields in which the importance of mentors has long been recognized is in the area of private business and industry. Here, younger members of the organization are shown the ropes and led toward greater career success through the intervention of others who provide the direction necessary to achieve goals and ambitions.... The value of this type of naturally-developed mentoring has been seen by many companies as something that should be institutionalized and encouraged as a standard practice for all new employees.(p. 4)

Keele, Buckner, and Bushnell (1987) note that the Internal Revenue Service of the Government of the United States of America as well as many large commercial banks and insurance companies have institutionalized some form of mentoring within their organizational structures. Carruthers cited in Caldwell and Carter (1993) discusses the issue of the growth of mentorship in the 90's. Carruthers states that:

> if the importance of a topic were to be assessed by and examination of the growth of the topic in the literature, then mentor-protégé relationships are very important and are growing in importance, the ERIC and PsycLIT databases will offer hundreds of mentoring sources. In fact, one of the difficulties with these two databases is cutting down the number of offerings to manageable size.(p.12)

What influence, if any, does the private sector's moving towards the institutionalization of mentorship have on education? The relationship described by Pence (1991) and the apprenticeship and modeling discussed by Brooks and Sikes (1997) generally characterize the fundamental model of mentorship utilized in education. In this type of relationship, an experienced teacher formally or informally assumes responsibility for guiding a teacher entering his/her first year in the profession. The primary objective of such a relationship is to facilitate the first year teacher's growth, development, and accomplishment by emulating the modeled expertise of a tenured teacher. Since 1980, many dramatic changes have taken place with respect to education and mentorship. During this time a substantial number of formal mentorship programs for first year teachers (Gray and Gray, 1985), have been created and implemented. This same type of program, although embryonic, has also become prevalent in the training and support of first-year school based administrators (Daresh, 1989).[1]

School jurisdiction leaders have perceived inadequacies inherent to relying solely upon academic preparation and are now seeking out additional ways to help first-year school-based administrators meet their job requirements (Pence, 1989). Academic preparation does not address the isolation, frustration, anxiety, and lack of professional identity felt by the neophyte school-based administrator. These problems, however, are being addressed by and reflected in the growing number of jurisdictionally sponsored formal mentorship programs established to support first-year school-based administrators.

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[1] For the purposes of this study, the term First - Year, School - Based Administrator, will be defined as being a first - year principal or assistant principal who has been promoted to that position and is experiencing the responsibilities of that position for the first time.

Formal mentorship programs address many problems but issues still arise with the establishment of such programs. Specifically, the lack of agreement regarding the components necessary to a successful formal program (Walker and Stott, cited in Caldwell and Carter, 1993). The rudimentary definition of mentorship has been widely accepted and is generally congruent among authors but increasingly, there is less agreement regarding the processes prevalent to successful mentorship programs.

Purpose of the Study

The purpose of this study is to create, implement, and evaluate a formal mentorship program for first-year school based administrators within a particular school district.[2] Within the contexts of this study a formal mentorship program is one in which the organization has established specific criteria for the selection and matching of experienced professionals to individuals new to a role, with the explicit intent of offering guidance to the neophyte.

The specific problems were:

- to review pertinent literature, and identify the components necessary to a formal mentorship program,
- to undertake a field study of three formal mentorship programs identified as outstanding examples of this type of program,
- to identify the specific mentorship needs of School District Y,
- to design a mentorship program that addresses the needs of School District Y,
- to implement a formalized mentorship program in School District Y, and
- to evaluate the formal mentorship program implemented in School District Y.

Assumptions

The following assumptions were made with respect to the study.

- There are concerns and feelings common among the first year teacher, the new executive in the private sector, and the first-year school-based administrator.

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[2] This school district is referred to as School Y throughout the remainder of the study.

- Because beginning teacher and private sector mentorship programs have generally proven to be successful, it can be assumed that well designed mentorship programs for first year school-based administrators will enjoy the same success.
- The subjects of the field study are representative of the population of mentored first-year principals and assistant principals.
- The needs and characteristics of the mentors and protégés and their relationships in the field study are similar to the needs and characteristics of the mentors and protégés in School District Y.
- School jurisdictions are organizations.
- Perceptual differences exist within the minds of protégés and mentors with respect to the operational, conceptual, and organizational definitions of mentorship.
- Specific goals are evident in formal mentorship programs.
- Specific content areas are addressed by mentors and protégéswhile in the mentorship relationship.
- Organizations must attain a certain level of "organizational readiness" prior to the implementation of a formal mentorship program.
- The results of the Quadrant Assessment Model validly indicate the dissonance between perceived and real needs.
- The questions utilized during the interview portion of the three field studies accurately determine the characteristics of a successful formal mentorship program.

Delimitations

- The field study was limited to discussions and interviews with employees of three organizations in Western Canada employing formal mentorship programs.
- Only documents perceived as being germane to the field study were requested and analyzed.

Limitations

- Participants of all three field study groups were selected by individuals within the organization and not by me.
- The created mentorship program was established to address the needs of School District Y.
- The Mentors for the School District Y Mentorship Program all came from the ranks of the Principalship of School District Y.
- The Mentors for the School District Y Mentorship Program were selected by Senior District Administrators.

- The Mentors for the School District Y Mentorship Program were perceived to be effective administrators by Senior District Administrators.
- School District Y's Mentorship Program goals, objectives, and modes for implementation were decided upon through group discussion. The group membership consisted of representation from the superintendent's group, human resource department, protégé group, mentor group, and me.
- Protégés were selected from an already existing leadership program.
- Protégés selected mentors from an "administrative pool" established by central office personnel.

The Importance of the Study

The current average age of school-based principals employed by North American school jurisdictions is skewed toward the age of retirement. A large turnover within the principalship is currently occurring and demographic trends suggest that this trend will continue into the new millennium. School District Y statistics indicate the average age of its principals as 48 years of age and that many of these principals are leaving school-based administration for retirement as early as the age of 55. There is a pressing need therefore, for individual school jurisdictions to determine their specific staffing requirements and subsequently implement effective succession plans. Formal mentorship programs have proven to be a vehicle for such plans.

School District Y statistics (see Figure 1) indicate that by the year 2000, more than 80% of its 84 schools will house new principals. Further, these new principals will come from the ranks of the assistant principalship and that subsequent assistant principal selection from the teaching ranks. Subsequent investigation, completed in early 1998, indicates that this percentage originally projected in 1991 to be somewhat conservative. As late as December 1998 the current District Y Superintendent of Schools indicated that 43 of the District's current 85 school principals were between the ages of 50 and 55 years and that 9 of 10 senior division administrators were between the ages of 54 and 58 years of age. He perceived this scenario to be common in North American school jurisdictions and suggested that succession planning was of great concern to him and his superintendent colleagues. The result of this type of process is a high percentage of school-based administrative teams new to school-based administration, assuming the leadership of schools across the North American continent.

Patterson, Purkey, and Parker (1986) discuss this non-localized phenomenon and argue for the immediacy and critical need of training highly competent individuals to assume educational leadership positions. Finn (1986) corroborates this view by stating that the National Association of Elementary School Principals (United States) anticipated retirement of 50% of their current membership, and that subsequently this occurred by 1992. The results of this same Association's study also indicate that the turnover of practicing principals would affect all levels of public education: elementary, middle, and secondary. Subsequent research undertaken by this same organization and reported in the September 1998 edition of its official publication, "The Principal," reports that the turnover within the principalship in actual fact was 42% over the last decade and that this trend will likely continue into the next decade (Doud and Keller, 1998).

This situation demands the recruitment, education, and general preparation of successors to assume their predecessor's responsibilities to vacated principal and assistant principal positions. The question remains; how can this preparation be facilitated?

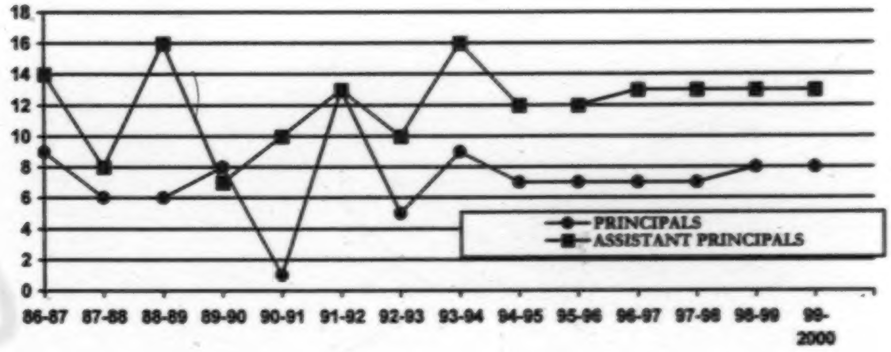

Figure 1. The number of newly appointed Principals and Assistant Principals (School - Based Administrators) projected for School District Y between the years of 1986 and 2000, inclusive.

The initial response to this question is that Universities, particularly Departments of Educational Administration, have generally assumed the responsibility for principalship preparation (Daresh, and Playko, 1989). This form of preparation for the principalship has, however, focused on the academic necessities of the role and generally neglected its pragmatic component(s). Pence (1989) states that:

> most university educational administration training programs do not adequately prepare aspiring school administrators for the multifaceted responsibilities they will face on the job; nor should they be expected to do so. Traditionally, administration programs are steeped in theory with a smattering of field experience.(p. 1)

Many practitioners indicate that they need more assistance than is currently offered with respect to their transition into administrative roles (Daresh, 1987, and Jacobson, 1996). Pence (1989) states that practitioners often complain that the theory taught in university preparation programs does not deal with the practical or operational aspects of the administrative role facilitated by school-based administrators (p. 3). Some educational administration training programs do include a practicum or form of internship. Jean and Evans (1995) report that a Montana principal internship initiative resulted in:

> principal interns experiencing significantly more confidence that they are well prepared for their jobs; principals with internship experience feel significantly better prepared in tasks most critical to schools (e.g., supervision and evaluation of teachers, team building, communication facilitating, etc.); these leadership tasks require coaching and mentoring (via internships); some leadership behaviors and skills are learned more effectively through modeling; superintendents express high levels of preparation of internships in graduate programs but vary in their views of certification.(p.45)

With the anticipated turnover of principals and assistant principals within school-based administration and the purported shortcomings of university preparation, additional and/or different methods of preparation must be developed and implemented.

Universities cannot assume entire responsibility for school-based administrator preparation or lack thereof. Juxtaposed to the responsibility of universities is the responsibility of the individual school jurisdiction. Peterson (1985) states that few preparation programs or districts help principals improve the way they learn: they learn from experience (pp. 189-200). Pence (1991) states that, "Current educational literature is filled with the notion that mentorship is effective in providing for a quicker and smoother transition into complex educational administrative roles. (p.1) A point of view concurred with by Jean and Evans (1995). Murray (1991) suggests that a great number of school jurisdictions in North America did not employ formal mentorship programs at the time of her writing but Caldwell and Carter (1993) report a significant worldwide increase in such programming by 1993. There are signs, therefore, that change in this regard is on the horizon as formal mentorship programs appear in an attempt to mitigate the need for principal preparation and/or support. What first-year school-based administrators need regarding their administrative preparation, other than university preparation is a question that requires further in-depth investigation.

Duke (1985), Daresh (1986), and Weindling and Earley (1987) all describe the world of the novice principal as one that is filled with considerable anxiety, frustration, and professional isolation. Goodlad (1983) states that most new principals are plucked out of the classroom or assistant principalship in June and plunged into the new job soon after. Little in the first area prepares them for the second. Some authors contend that first year principals are therefore unable to serve as effective instructional leaders (Parkay, Rhodes, Currie, and Rao, 1989). The establishment of mentorship programs for first-year school-based administrators may prove to be the vehicle that alleviates the problems and frustrations, mentioned by the previous authors (Lemley, 1997, Elsberry and Bishop, 1996).

Lack of Standardization of Definition

At the most rudimentary level of understanding, the definition of a mentor is agreed upon by the majority of authors who have dealt with this topic; it is one individual helping another to succeed, by entering a particular relationship. Within the mentorship process or mentoring relationship, subsequently many common characteristics permeate most role descriptions of mentors. There are subtle characteristic differences attached to these roles, however, in that mentors have been described as guides, coaches, teachers, godparents, supportive bosses, patrons, etc. Each of these descriptions brings with it, at times subtle and at other time's not so subtle, expectations that in turn can effect the outcome of the mentorship relationship. The lack of standardization of the term "mentor" has been responsible for a lack of congruency with respect to the term "mentorship relationship." Noller (1982), quoting Fury, writes, "There would be less confusion if the word 'mentor' meant the same thing to everybody."

Murray (1991) defines mentoring [or the process of mentorship] as:

> a structure and series of processes designed to create effective relationships, guide the desired behavior change of those involved, and evaluate the results for the proteges, the mentors, and the organization with the primary purpose of systematically developing the skills and leadership abilities of the less-experienced members of an organization.(p.5)

Pence (1991) suggests that mentorship is much like Fiedler's (1979) situational leadership: mentoring relationships are situational, covering a variety of roles, including teacher, advisor, counselor, coach, godfather/godmother, sponsor, confidant, tutor, guide, role model, and pseudoparent.(p.4)

Kram (1980) contends that mentorship takes place when a mentor fulfills five functions: exposing proteges to new opportunities, coaching and sponsoring the protege, protecting and challenging them, as well as four psychosocial functions (Gray and Gray, 1985): role-model, counsel, accept-confirm, and to befriend the protégé.

Numerous authors attach their own definitions to the term mentor and, therefore, perceive the process of mentorship to occur in light of that definition. Of paramount importance is that a conclusive understanding of the term mentor and its specific characteristics be established.

Mentorship: a Response to Need

First-year principals have emphatically stated that they require help that goes beyond academic preparation. Formalized mentorship programs contain the supportive structures that enable first-year principals and assistant principals to achieve success. These programs rudimentarily fall into two categories: informal and formal programs. Both share the same fundamental philosophy: the utilization of an experienced professional within a relationship with a new professional in order to establish the neophyte into the new role. The informal program lacks structure and may or may not occur. The establishment of such a program lies solely on the happenstance of two individuals, one experienced, the other new to the role, establishing a spontaneous relationship that results in the mentoring of the new professional. This scenario, although with some merit, does not occur for all individuals new to a role. This, then, is its downfall. What happens to the individual who has not cultivated such a relationship nor has the specific character traits, which lend themselves to such a relationship? The obvious result is that these individuals must "go it alone." The ramifications of such a scenario are unacceptable given that other options exist. Pence (1991) suggests that formally organized mentoring programs are being implemented in businesses and schools to assist new employees' transition into their jobs.(p. 7)

Many businesses and school jurisdictions have acknowledged the benefits of formal mentorship programs and are becoming proactive by mandating their existence. Drury (1988) cited in Pence (1991) reported that the Ohio legislature mandated that all entry-level staff in schools receive ongoing assistance during their first year in a new position. In response to that requirement, Dayton City School District developed a pilot program for entry-year administrators that included a mentoring component.(p. 7) Prickett (1990) reports that the Kentucky legislature acted in the same way as the Ohio legislature mandating that newly appointed principals participate in formal mentorship programs.

Daresh and Playko (1987) report that the Danforth Foundation implemented a mentor component for first-year principals in an induction program at Ohio State University. This component developed mentorship relationships between experienced local administrators and future school leaders. The impetus for this implementation originated from the perception that experienced administrators have the faculty to improve and monitor the professional development of the future school leaders. These examples of formal mentorship programming are but two of a number that are developing across North America and globally (Westhuizen, 1994, Bradshaw, Perreault, McDowelle, and Bell, 1997).

The unfortunate truth is that most of the programs established today exist in the United States. Impetus for the formation of formal mentorship programs for first-year principals in Canada and elsewhere in the world however, does seem to be on the rise.

Research, although limited, suggests that the difficulties reported by first-year Canadian principals are generally not unlike those reported by their colleagues in the United States and Britain. It is, therefore, desirable that research continues in this area from a Canadian perspective. Because of this, Canadian first-year school-based administrators may reap the same benefits reported by their American counterparts.

This study determines those characteristics fundamentally essential to the establishment of successful mentorship relationships. Then utilizes that knowledge to create a program, implement that program, and finally evaluate that program for effectiveness and therefore success within the context of School District Y. This thesis reports the results of the study in the following fashion:

- Chapter Two, a Review of the Related Literature,
- Chapter Three, Methodology
- Chapter Four, Summary of Field Study Data: Field Study Group 1,
- Chapter Five, Summary of Field Study Data: Field Study Group 2,
- Chapter Six, Summary of Field Study Data: Field Study Group 3,
- Chapter Seven, Synthesis and Implications of Field Study Results and Recommendations for Mentorship Programs,
- Chapter Eight, The "Support for Success" Mentorship Program, and
- Chapter Nine, Study Summary, Implications, and Recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Mentorship Defined

The fundamental description of the role of mentor and/or protégé has not been the stimulus of much disagreement among writers. The underlying characteristics specific to the "mentorship process," however, have been widely interpreted. Subsequently, this has led to many formal and informal mentorship programs achieving their objectives through maintaining differing foci (Bennett, 1997, Westhuizen and Erasmus, 1994, and Bush and Coleman, 1995). Some of these programs gravitate solely towards fulfilling specific roles such as coach, counselor, advisor, guide, model, teacher, skill developer, or protector (Daresh and Playko, 1989, Robertson, 1997, and Bercik, 1994); each perceived to be a mentorship program within its own context. Pence (1991) states that researchers' definitions vary, as do the theories upon which they have based their studies of the mentorship phenomenon.(p. 4) Murray (1991) perceives mentorship to be a structure and series of processes designed to create effective mentoring relationships, guide the desired behavior change of those involved, and evaluate the results for the protégés, the mentors, and the organization.(p. 5) Johns (1988) on the other hand, defines mentorship as a situation in which a senior person in the organization gives a junior person special attention which includes giving advice and creating opportunities (p. 631). Ashburn, Mann, and Berube (1987), and Daresh, and Playko (1993) define mentoring as the establishment of a personal relationship for the purpose of professional instruction and guidance. Levinson (1978), defines mentorship as:

> occurring when a mentor, as a critical actor in the developmental process [of the protégé], is one defined in terms of the formal role, but in terms of the character of the relationship and the function it serves… a mixture of parent and peer. The mentor may act as host and guide welcoming the

> initiate into the new occupational and social world, and acquainting the protege with its values, customs, resources, and cast of characters.(p. 5)

The *conceptual definition of mentorship* is the generic description of a particular foundational relationship that exists between two individuals, and which brings with it, its own roles, and expectations. The protégé, being new to the organization or role, experiences particular problems and needs, which are associated to that role. Mentoring occurs when the established individual applies his/her organizational knowledge and character traits to offset the career function and psychosocial needs of the neophyte-protégé.

It is not surprising to discover that programs initiated within the organizational milieu reflect the views and goals of their initiators and/or the organization itself. Formal mentorship programs implemented within organizational structures conform to this maxim. Westhuizen and Erasmus (1994), and Coleman (1996) suggest that certain diverse views of mentoring exist within formal mentorship programs and that these programs overtly and/or covertly have inherent expectations that direct participants to act in accordance with the organizational view. The *organizational definition of mentorship* is that which the organization espouses to be inherent to its own formal mentorship program. The Central Okanagan School District #23, (Administrative Officer Mentorship Program Handbook [AOMPH], 1992) for example, defines the term mentor as:

> an influential person who significantly helps someone reach his/her major life goals. Such an individual goes out of his/her way to help a protégé and to show prejudiced interest on the protégé's behalf. Mentors have the power, through who or what they know, to promote the welfare, training or career of the protégé.(p. 1)

This handbook goes on to state that:

> mentors show protégés around, care, sponsor, criticize, encourage, determine the needs of proteges and meet those specific needs, listen effectively, give

> advice, demonstrate genuine confidence in the protege, inspire, challenge, and help the protege to establish networks.(p. 1)

This school jurisdiction's fundamental belief of what the mentor's role should include permeates the entire mentorship program. In reviewing other established formal mentorship programs the same parallel occurred between the jurisdiction's view of what a mentor should be and how the program was created, implemented, operated, and evaluated (Erasmus and Westhuizen, 1994).

Individuals perceive tasks, organizations, leadership skills, traits, and programs in a variety of ways. Johns (1988) defines perception as the process of:

> interpreting the messages of our senses to provide order and meaning to the environment. Any perceptual event has three components-a perceiver, a target that is being perceived, and some situational context in which the perception is occurring. Each of these components influences the perceiver's impression or interpretation of the target.(p. 81)

Individuals participating in formal mentorship programs, by Johns' definition, may well have different perceptions of the nuances, which exist within a formal mentorship program or of the program itself. The *operational definition* of mentorship is that definition perceived to exist by the individual participants of a formal mentorship program. It is a general organizational expectation that the organization's membership conforms and adheres to certain organizational attitudes, values, and practices. It may be somewhat idealistic and unrealistic, however, to expect all formal mentorship program participants to share the same jurisdictional perspective (organizational definition of mentorship). In other words, cognitive dissonance may occur within and/or between program participants if the operational and the organizational definitions of mentorship are not congruent. This may result in the implementation of a dysfunctional program, revision to the organizational definition of the program, revision to the participant's expectations, or to the vicarious attainment of the expected goals.

This thesis explores three diverse perspectives of the definition of mentorship: the organizational, operational, and conceptual. Each in its own way plays an integral role to the understanding of the mentorship process and the subsequent establishment and implementation of a formal mentorship program. This thesis maintains that mentorship is a preparatory process based upon the interactivity between a mentor, an experienced, and effective senior member of an organization, and a protégé, a junior member of the organization, for the expressed purpose of guiding the protégé on his/her way to attaining career, professional, and life goals (Bush and Coleman (1995), Daresh (1995), and Lemley (1997)).

Goals of a Formal Mentorship Program

Organizations, programs, and individuals establish goals. Hersey and Blanchard (1972) define goals as being outside an individual; occasionally, referred to as "hoped for rewards" towards which motives are directed. (p. 11) Sergiovanni and Carver (1973) suggest that there are two types of goals: implicit and explicit. The organization formally states its explicit goals and then expects the organizational membership to pursue them. Implicit goals are often not stated and are informally pursued.(p. 35)

Formal mentorship programs are not unlike other organizational programs in that they to focus on the attainment of specific goals that reflect the needs of the organization, and/or its administrative hierarchy, and/or its membership. Murray (1991) suggests that in business, mentoring programs are being instituted with the explicit goal of increasing company profitability through making individuals more productive.(p. 27)

In researching school jurisdiction formal mentorship programs, explicit goals are evident as well. The Central Okanagan School District #23 describes the explicit goal of its mentorship program as being the increased skill development of its newly appointed school-based administrators in a "safe" and "supportive" environment (AOMPH, 1992). Pence (1991) describes two school jurisdictions within the state of Oregon. In the North Clackamus School District the explicit goal was to implement a mentor principal program which was designed to help administrators, new to their role, master district performance standards and become familiar with district rules, expectations, and procedures. In the West Linn School District the explicit goal was to design an internship program that created opportunities for teachers on special assignment to teach half time and work on administrative duties the other half of the time. Personnel within the school district viewed this program as a training ground in administration for elementary and middle school staff.(pp. 6-7) In each case, the type of established formal program reflected the jurisdiction's goals and its perceived context of mentorship, a finding more recently corroborated by Erlandson and Zellner (1997).

Formal mentorship programs have operational and explicit goals. These goals flow from perceptions of what mentorship is and how it should operate. The question that stems from this observation is "How are goals, which reflect the needs of a jurisdiction, set down regarding a formal mentorship program?"

Content Areas

There is a positive association between the needs overtly and/or covertly experienced by the protégé and the content areas dealt with while participating in a mentorship relationship (Harris, 1995). The protégé ideally looks to the mentor for assistance in many situations. Emrick (1988) suggests that mentors fulfill their roles by assuming different postures depending upon the needs of the protégé: a view shared by Berick (1994) and Robertson (1997). Emrick further contends that career and psychosocial functions are two sub-functions of the mentoring function. Career functions were defined as sponsorship, coaching, protection, exposure (within the organization or profession), and challenging work. Psychosocial functions include role modeling, counseling, acceptance, confirmation, and friendship. (pp. 24-25) Emrick's career and psychosocial functions do not address the specific needs of the protégé but they do outline the areas addressed within the mentorship relationship.

Elsberry and Bishop (1993) state that induction for beginning principals is often poorly planned or nonexistent. As such, new principals as protégés have requested assistance in a variety of areas. These areas range from socialization within the organization (Pence, 1989), to dealing with anxiety, frustration, professional isolation, loneliness, exorbitant amounts of paperwork, limited resources, dull routines, lack of professional identity, and feelings of stress (Duke, 1985, Daresh, 1986, Weindling and Earley, 1987, Curcio and Greene, 1989, and Elsberry and Bishop, 1996). More specifically, the Central Okanagan School District #23 reported that their protégés requested assistance from their mentors in the areas of professional development, parent-teacher conferences, implementing change, managing conflict, budgeting practices, how to read budget statements, and special education problems (AOMPH, 1992).

The role of the mentor is multi-faceted and the protégé's needs are many. The mentor endeavors to assume the proper role, which in turn functions constructively in addressing the specific needs of the protégé. Within the mentorship relationship, the expressed needs of the protégé are paramount, and it is the responsibility of the mentor to guide the protégé to the fulfillment of those needs.

Organizational Readiness

Formal mentorship programs, although growing in number in the field of educational administration, are relatively new to the educational scene. Due to this relative newness, the initiation of a formal mentorship program brings with it the reality of change: a change to the organizational structure, culture, attitudes, and behaviors. This pervasive change results in mentorship program participants themselves being changed due to their participation in the process (White and Crow, 1993). Lemley (1997) states that new models and new paradigms for training and development may increasingly define effective school leadership. The logical argument extending from White's, Crow's and Lemley's positions is that the new principals' future disposition to subsequent change may very well be formulated in the organization's disposition to membership training and support. The organization must however, be favorably disposed to change; because it is this disposition that is the catalyst to the entire process.

Organizational readiness, or the degree to which an organization is receptive to change in traditional attitudes, and/or practices, and/or policies must be determined prior to the inception of any formal mentorship program. The initiation of a new program results in a change in traditional practices and to the status quo. The membership within the organizational power structure(s) must recognize the existence of a particular need(s) before any change implementation. Without a favorable organizational disposition to change any new program or potential initiative is either doomed to failure or will never be discovered. As is the case in most school jurisdictions, the perceived need for a program must exist and this program must have the blessing of appropriate management personnel to ensure its creation, implementation, and success. Murray (1991) states that top management support is critical to the success and continuity of a mentoring program. When executive management believes that development programs make a difference, most members of the organization will give these programs an opportunity to succeed. (p.98)

Benefits of Participation in a Mentorship Program

Individuals generally do not participate in any endeavor that does not result in an increased rate of return to them. The area of benefit may be emotional, physical, intellectual, spiritual, academic, monetary, or any combination of the formerly mentioned. Mentorship program participation has proven to be no exception to this proposal (Grover 1994, Bolam 1995, and Bush and Coleman 1995). Butler, et al. (1989) state that mentor functions and induction experiences of protégés conducted during the first three years of the (mentorship) programs indicated that teachers were cognizant of personal and professional benefits resulting from involvement in mentoring teams. Zey (1984) as a proponent of mentorship argues the merits of mentorship based on mutual benefit to both mentor and protégé. A thought maintained in the work of Cordeiro and Smith-Sloan (1995). Woodring (1992), Daresh and Playko (1993), and Erasmus and Westhuizen (1994) suggest that protégés benefit in the following ways by participating in mentorship relationships:

- protégés will experience a greater pleasure in their work. A mentor provides the protégé with a greater sense of mission,
- the protégé will have a clear career plan because they have a role model. There will be an experienced individual available to help the protégé develop a plan for the future,
- the protégé will acquire a greater knowledge of the technical aspects of the business (educational milieu),
- the protégé will obtain a greater knowledge of the organizational aspects of the school system,
- the protégé will obtain higher visibility,
- the protégé will have higher productivity,
- the protégé will obtain higher performance ratings,
- the protégé will reach executive level 2 years sooner than those who are not mentored (taken from business research),
- the protégé will receive higher pay (taken from business research),

- the protégé can expect, through mentoring, to have greater career satisfaction,
- the protégé normally feels more confident about his/her professional competence,
- the protégé sees theory translated into practice,
- enhancement of the protégé's communication skills,
- the protégé acquires a sense of belonging, and
- the protégé will experience heightened motivation.

Daresh and Playko (1993) suggest the following as benefits accrued by mentors:

- after serving in this role, mentors report greater overall satisfaction with their jobs as administrators and personal satisfaction for participating as a teacher again,
- mentors receive increased recognition from their peers,
- mentoring gives people opportunities for personal career advancement,
- mentors normally gain a renewed enthusiasm for their profession, and
- mentors question or reflect upon their own achievements, actions, and decisions and question their rationale for making them.

Reciprocity of benefit to mentors and to protégés is a strong stimulus to the recruitment of mentors and protégés and to the establishment of formalized mentorship programs.

Selection of Protégés

A. Spontaneous Non-formal Protégé Selection

Spontaneous protégé selection is the oldest, simplest, and strongest strategy in terms of influence upon the protégé but rarely occurs within a formalized mentorship program (Walker, 1993). Daresh (1987) describes this form of protégé selection in the following way:

> for the most part, this type of mentor-protégé relationship has been an informal one where parties in the relationship tend to naturally gravitate toward one another based on such things as common goals, common interests, and other factors that cannot be engineered by others. A senior member sees promise in a "new kid," takes an interest in that person's life, and over a period of time, provides feedback to the younger co-worker so that he or she will have a better chance to succeed in the organization.(p. 4)

Spontaneous selection occurs when a certain affinity develops between an individual new to the organization or job, and a more experienced individual who is well established within that same organization. This form of mentorship relationship develops with no external guidance or expectations placed upon it by the organization's membership or hierarchy.

Many organizations, past and present, have recognized the potential for the success of mentorship relationships. The increasing number of organizations that now formalize mentorship programs within their organizational structures reflects the degree to which mentorship relationships are receiving approval as a support mechanism within the workforce.

B. Structured Selection of Protégés

Several methods exist for selecting protégés for participation in mentorship programs. The first of these is mandated participation by law. Daresh and Playko (1989) describe the mandating of protégé participation by law within the state of Ohio (Ohio Entry Year Standard [OEYS], 1987). They state that:

> the certification for teachers and all other educational personnel in the state of Ohio, effective July, 1987, required that all people hired by school systems after that date must be provided with a planned program of learning experiences in the first year of employment under a classroom teaching certificate or any other educational personnel certificate (ie. principal, superintendent, supervisor, and so forth).(p.2)

An important aspect of this law was that the Standard called for the designation of tenured principals to act as guides or mentors for first year principals. Martin (1988) notes that the South Carolina legislature passed the Education Improvement Act (EIA) in 1984, providing an apprenticeship program to train future administrators. The creation of one-to-one mentor-apprenticeship relationships was an expectation of this Act. Emrick (1989) discusses the Missouri Excellence in Education Act of 1985, which required the establishment of professional development programs specifically for first year teachers. One of the mandates of this program is the inclusion of an entry-year mentorship program. More recently, North Carolina's legislature mandated changes in principal preparation programs (Bradshaw, Perreault, McDowelle, and Bell, 1997). These examples serve to illustrate the fact that in an ever-growing number of states and/or jurisdictions the protégé, after appointment, has no choice but to participate in a mentorship program. The term selection in this context is rather moot.

The second method of protégé selection is mandated participation by the organization or school jurisdiction. The rationale for this practice has been to help develop individual skills unique to the job, and to increase effectiveness and productivity. Business organizations have used the establishment of formal mentorship programs for a longer period than school organizations. Many organizations within the business world maintaining formal mentorship programs utilize the practice of mandated protégé participation. Murray (1991) illustrates this by using General Electric's Power Generation Division as an example. This organization views mentoring as an integral aspect to the training of its field engineers. In the program two mentors are assigned to each trainee (protégé).(p.122) The rationale for this structure is that if the primary mentor proves to be unacceptable to the protégé the second individual assigned can serve as a "fail safe" in his/her stead.

The practice of mandating protégé participation in a formal school jurisdiction program is quite similar to that of the business world. After the individual has assumed the position of principal for the first time, there is an automatic placement into a formal mentorship program as a protégé. Pence (1989) presents the case of the David Douglas School District in Oregon which assigns a mentor to each "rookie" principal. In this case, rookie principals are those principals who are first-time principals, or who are principals new to the district.(p. 12)

A modified version of mandated mentorship programs is one where participation is "expected" more than "mandated." Many may argue that no perceivable difference exists between being expected or mandated to participate in a program. The difference lies in the fact that in mandated participation, employment or promotion is contingent upon participation whereas in expected participation it is not. In such programs, there is an "unwritten expectation" on the part of the organization that the employee new to that position will appreciate the merits of what the program has to offer and that participation will result from that perception. The Edmonton Catholic School District, for example, has established such a program for its first-year teachers (The Beginning Teacher Support Team Program, 1991).

Orchestrated partnerships occur between new and experienced teachers in the hope that mentorship relationships will result. The expectation is that the experienced teacher will act as mentor to the first-year teacher. In this program model, the first-year teacher decides upon his/her level of program participation.

The third method of protégé selection occurs through nomination processes. Selection through nomination is a common practice used in the business world. Generally, private sector organizations have a target group of individuals who show promise, may aspire to new jobs, or show tendencies of upward mobility. A number of organizations nominate individuals to formalized mentorship programs. The nomination process may consist of self-nomination, boss (superordinate) - nomination, or sponsor nomination.

Murray (1991) suggests that the easiest way to identify protégés is to issue a call for self-nominations. The communication of criteria for participation, responsibilities, and expected program outcomes to potential nominees occurs when this strategy is used. Those who nominate themselves are likely to be motivated and capable of self directed growth.(p. 119) Further, their levels of ownership and commitment to the program are initially higher.

Selection through application is similar to the concept of self-nomination. The primary difference is that the strategy of self-nomination specifically occurs in the business environment, while the application strategy occurs within the educational setting. In the nomination process, individuals put their names forward for consideration for entry into the formalized mentorship program. Application, on the other hand, denotes that a written request be put forward which delineates the individual's qualifications with respect to attaining a certain position. Subsequently, application screening and judging for appropriateness takes place. If the individual is successful in the application phase, entrance into the formalized program generally occurs.

Murray (1991) also maintains that objectives and criteria for participation must be clearly publicizing in the case of boss (superordinate) - nomination. With the strategy of boss nomination, managers and supervisors nominate candidates to program participation. (p. 119) This strategy demands that superordinates have a clear understanding of the needs of the organization and be diligent in recognizing leadership potential and talents within subordinates.

In the Bexley (Ohio) City School jurisdiction, for example, district administrators were asked to select members from their teaching staffs to become involved with the Danforth Foundation Program in which the concept of mentorship is fundamental (Daresh, 1989).

Sponsor nomination avoids any biases and/or prejudices held by boss(es) towards candidates. This strategy allows for any astute member of the organization's leadership sector to identify potential candidates (protégés) and nominate them for participation within the formalized program. The nominator need not be the subordinate's immediate supervisor.

No singular method of protégé selection exists. The selection process can occur either formally or informally. Formalized mentorship programs mandate protégé selection and consequent participation in the formalized program.

The Selection of Mentors

Mentor selection occurs primarily in four ways within formal mentorship programs and in one way within the informal mentorship relationship. Regarding the latter, mentor and protégé selection is implemented through non-orchestrated and spontaneous bonding between these two individuals. The four formal mentor recruitment strategies exercised in formal mentorship programs are:

- use of volunteers,
- nominations by executives,
- nomination by protégés, and
- selection by supervisors (Murray, 1991).

Murray (1991) suggests that the utilization of volunteers is a viable strategy in the selection of mentors. She cautions, however, that these volunteers must meet defined qualifications and criteria prior to being accepted as mentors.(pp. 112-113) She goes on to say that the use of nominations by executives is another strategy used in business to select mentors for participation in formal mentorship programs.(p. 113) In this strategy of selection, top management and administrative personnel nominate individuals whom they perceive as having the potential to act as mentors. The only stipulation placed on nominators is that they consider prearranged criteria before selecting nominees.

Murray (1991) suggests that the selection of mentors by protégés can be utilized as a productive strategy.(p.114) In this scenario, Murray (1991) indicates that a panel administers the entire mentoring program. This panel in turn requests each prospective protégé to suggest three individuals with whom they feel they could work. These individuals then act in the capacity of senior advisors. Subsequently, selection of one of the mentor candidates occurs, followed by the match. An education illustration of this procedure occurs through the Ohio Entry Year Standard where mentorship relationships were established by Ohio School Jurisdictions for principals entering their first year (Daresh, 1989).

The Danforth Foundation became involved with the Bexley (Ohio) City Schools in 1987. One of the essential elements of the Danforth Foundation's Program is the use of mentor-protégé relationships for first-year principals. The Bexley jurisdiction chose not to assign mentors to protégés, but rather asked for volunteers. Mentor/protégé matching followed the acceptance of volunteers.

The Danforth Foundation also became involved with another Ohio school jurisdiction, Franklin County. In this instance, the jurisdiction chose to nominate individuals to fulfill the role of mentor.

The selection of mentors for participation in formal programs essentially falls into three categories: selection through volunteering, selection through assignment, or selection through nomination. Mentor selection is an integral characteristic of the formal mentorship program. Phillips-Jones (1983), cited in Pence (1989), corroborates this position when she suggests that a successful mentorship program must include the careful selection of both mentors and protégés.(p. 9)

The Matching of Mentors and Protégés

One of the most crucial elements of any formal mentorship program is the process used to match mentors to protégés (Murray, 1991). As crucial as this aspect of mentorship is, very little information exists in the literature that deals specifically with the topic.

The numerous types of mentor/protégé matches reside on a continuum. At one end of the continuum, the matching process is a spontaneous occurrence between two individuals within the organization who share common interests and subsequently develop a mentorship relationship (Walker, 1993). At the other end of the continuum lies a very formal process that employs personality inventories, needs assessments, and a variety of other sophisticated methods to determine appropriate matches (Murray, 1991). At the midpoint of the continuum lies the practice most commonly used by school jurisdictions: that is, upper level administrators using their own criteria to select mentors for protégés. In education mentorship programs, first year, and experienced teachers are paired together, usually by the school principal, to help the first year teacher experience a successful first year. Along the continuum lie many variations of these three matching approaches.

The matching of mentors to protégés is crucial to the success of the mentorship relationship and can be somewhat nebulous and non-standardized even within formal mentorship programs (Daresh, and Playko, 1989, Walker and Stott, 1994, and Playko, 1995). This area of mentorship requires more research to determine definite methods of implementation that will result in increased levels of overall success to the mentorship process.

Characteristics of Effective Mentors

Literature indicates substantial consistency regarding the characteristics of effective mentors (Daresh, and Playko, 1989, Walker and Stott, 1994, and Playko, 1995). Regardless of whether a mentorship program is formal or informal, the traits of an effective mentor become apparent. This has lead to many authors establishing comprehensive lists of these characteristics. Daresh and Playko (1989), Haensly and Edlind (1986), Bercik (1994), Westhuizen and Erasmus (1994), and Grover (1994) suggest that effective mentors, participating in formal programs, exhibit the following characteristics:

- mentors should have experience as practicing school administrators and their peers and others should generally regard them as being effective,
- mentors must demonstrate generally-accepted positive leadership qualities, such as:
    - intelligence,
    - good (oral and written) communication skills which includes:
        - the ability to communicate to others a clear picture of their personal attitudes, values, and ethical standards.

        - the ability to communicate sensitively the type of feedback that is needed regarding their protege's development and progress toward desirable standards and competence and professional behavior.
    - past, present, and future understanding with simultaneous orientation,
    - acceptance of multiple alternative solutions to complex problems,
    - organization,
    - well-developed interpersonal skills and sensitivities, such as the ability to listen to their protégé's ideas, doubts, concerns, and enthusiastic outpourings, and
    - should be flexible and have a sense of humour
- mentors need to be able to ask the right questions of beginning administrators, and not just provide the "right" answers all the time,
- mentors must accept "another way of doing things," and avoid the tendency to tell beginners that the way to do something is "the way I used to do it,"
- mentors should express the desire to see people go beyond their present levels of performance, even if it might mean that they are able to do some things better than the mentors might be able to do the same things,
- mentors need to model the principles of continuous learning and reflection,
- mentors must exhibit the awareness of the political and social realities of life in at least one school system; they must know the "real way" things get done,
- mentors must possess outstanding knowledge, skills, and expertise in a particular domain,
- mentors must have an enthusiasm which is sincere, convincing, and most importantly, constantly conveyed to their proteges, and
- mentors must have a caring attitude and a belief in their protege's potential.

It is unrealistic to suggest that every effective mentor participating in a formal mentorship program exhibits each of these characteristics. Daresh and Playko, (1989) maintain however, that a direct relationship exists between the effectiveness levels of mentors and the number of characteristics they possess. Generally, the greater the number of characteristics possessed, exhibited, and applied by the mentor the more effective he/she will be within the formal mentorship relationship.

The mentor's role is pivotal to the mentorship relationship. The mentor must possess and utilize specific characteristics proven to be effective, so that an effective and productive relationship can be facilitated with the protégé.

No-fault Conclusion

A question arises from mandated participation: "What if the relationship within the formal program does not or is not working?" Murray (1991) suggests that participants build a "No-fault Conclusion" into all mentorship agreements. Murray (1991) states that:

> when the mentoring relationship doesn't jell or if it turns sour for either party, there must be a way to conclude it without damage to anyone. This feature must be a part of the policy and procedure and should be emphasized during the orientation and agreement negotiations. (p. 101)

This clause results in all concerned "saving face" and is not an indictment on any of the participants within the mentorship relationship. It is the mere realization that in some situations certain relationships just do not work. The organizational culture must be accepting of this possibility.

Summary

The literature suggests that those authors who have addressed the topic of mentorship have done so using differing foci based on their underlying beliefs and theories of what mentorship is. Whether the mentor is perceived to assume the role of counselor, teacher, or some other role, he/she has one basic task: the offering of support and expertise to an individual new to his/her career or position so that success has a greater opportunity of occurring; the conceptual definition of mentor. It is apparent in literature however, that the organizational definitions of mentorship do not necessarily reflect the same perspectives, values, and/or opinions. Generally, organizations internalize the definition of mentorship that best reflects, addresses, and, facilitates the needs and nuances of that particular organization; hence the organizational definition. This study determines the distinct organizational definitions of mentorship maintained in three study groups thereby, determining a specific frame of reference. Correspondingly, the operational definitions of mentorship, or the definitions attributed to the process by participants will also be determined. The rationale for this portion of the investigation is to ascertain whether the operational definitions of program participants are in accordance with the more global organizational definition(s). Through this investigation, the result of operational definitions paralleling and conversely, not corresponding to organizational definitions will be determined. Inherent to the organizational and operational definitions of mentorship are the goals, which they expect to achieve. This study determines those goals directly and enigmatically contained within the definitions of mentorship adhered to by organizations as well as by individual participants. Additionally, if a lack of continuity exists between operational and organizational definitions, the effect and/or outcome will be recognized and stimulate questions for further study.

Literature is quite emphatic in its dealing with content areas specific to mentorship programs (Robertson, 1997, and Bradshaw, Perreault, McDowelle, and Bell, 1997). The mentorship relationship is most beneficial when the mentor and protégé deal with items perceived as essential to the protégé's success (Bolam, et al, 1995, and Kirkham, 1995). It is also clear that the needs of protégés are not totally synchronous with only being "new" to a career or position. Although there are some commonly held needs there is a certain idiosyncratic nature attached to the needs experienced by individuals. Additional research is required to establish a more comprehensive list of these needs. This study will add to such a list. The method by which need(s) is identified must also be examined. This study will determine how some organizations determine needs and what assessment tools they employed.

Literature indicates that change does not occur until a perceived need for that change arises (Fullan, 1995). This literature further suggests that an organization and its membership must be pre-disposed to accepting the change for it to be meaningful and lasting. The adoption of a formal mentorship program within an organization is a substantial departure from the traditional preparation of individuals new to a career or position. It is therefore, of great importance to understand the mechanics of organizational readiness. This study investigates how the level of organizational readiness is determined and what influence it has upon the implementation and success of a formal mentorship program.

Butler, et al. (1989), Zey (1984), Woodring (1992), Robertson (1992), Daresh and Playko (1993) Erasmus and Westhuizen (1994), Grover (1994), Bush and Coleman (1995) Cordeiro and Smith-Sloan (1995), and Monsour (1998) all have studied the issue of benefits accrued by mentors and protégés participating in mentorship relationships. Each author brings a different perspective to the topic and adds to the list of benefits. This study also investigates the notion of benefits accrued by participants in formal mentorship programs with the hopes of discovering benefits that may have been overlooked by previous researchers.

Protégé as well as mentor selection can occur either formally or informally. Informal selection has proven to be initially stronger than formal selection. Formal selection, however, does introduce individuals to the mentorship experience who may not otherwise benefit from such an experience. Research corroborates that formal selection follows a certain established structure. This study identifies and examines some specific methods used by organizations in the formal selection of protégés and mentors.

Luebhemann and Clemens (1994), Southworth (1995), Bennett (1997), Cline and Necochea (1997), and Crow and Matthews (1998) all indicate protégé and mentor matching to be one of the most crucial and basic elements of the mentorship process. These same authors also indicate that the matching process exists on a continuum where spontaneous matching lies at one pole and a sophisticated and clinical approach lies on the other. Many alternatives lie between these two poles. This study identifies three additional modes utilized in the matching of mentors and protégés within the context of the public sector.

The characteristics of effective mentors transcend the barriers of informal and formal mentorship relationships. A plethora of authors cite a copious number of these characteristics (Butler, et al., 1989, Zey, 1984, Woodring, 1992, Robertson, 1992, Daresh and Playko, 1993, Erasmus and Westhuizen, 1994, Grover, 1994, Bush and Coleman, 1995, Cordeiro and Smith-Sloan, 1995, and Monsour, 1998). It is a foregone conclusion that an effective mentor does not exhibit all of these characteristics but a direct relationship does exist between the effectiveness level of mentors and the number of characteristics possessed and exercised. It is important for research to examine the many characteristics that affect a mentor's level of effectiveness. In this context it is equally important to determine whether or not particular characteristics are more beneficial than others are. This study examines this issue.

Beyond the generic or conceptual definition of mentorship lies, substantial areas open to research and investigation. Mentorship is a preparatory instructional strategy practiced for a substantial period, but a reductionistic view dedicated to the investigation of its components is in its infancy. This study contributes additional knowledge to a relatively new administrative training strategy predicated upon the study of formalized mentorship programs within the public sector.

CHAPTER THREE

METHODOLOGY

Introduction

This study was conducted within the naturalistic paradigm and is qualitative and interpretive in nature. This chapter presents the personal and philosophic perspective that supports the study method, a description of the methodology employed, an account of the data collection techniques utilized, an explanation of the data analysis procedure maintained, and concludes with the measures used to ensure trustworthiness of the study's findings.

Personal Perspective

Throughout my 25-year career in education, I have assumed a number of formal roles within educational organizations. Transfer and promotion collectively resulted in my placement in seven different schools fulfilling the roles of teacher, assistant principal, and principal. The fulfillment of these roles resulted in my experiencing positive feelings such as excitement, joy, and fulfillment as well as feelings of insecurity, frustration, uncertainty, emotional uneasiness, and personal isolation: a scenario maintained by Elsberry and Bishop (1996). As my tenure grew I became consciously aware of what I perceived to be a trend in the feelings I experienced, and subsequently formulated the unsubstantiated hypothesis that these feelings were inherent to situational "newness." As my tenure continued to grow, I perceived a potential hypothesis emerging from my observations of other individuals placed in similar situations and roles reportedly experiencing the same feelings.

This study evolved from my perception and belief that commonly held feelings exist among newly appointed school-based administrators that the "newness experience" could be studied, and the results of such a study could be potentially useful to professional and personal growth and development. Furthermore, I believe that the implementation of particular practices might very well accelerate professional and personal development. The experiences of my 25 year career, subsequent personal reflection upon organizational practices regarding neophyte employee professional development, and belief in the commonality of personal experience regarding the "newness" scenario have resulted in this current investigation and thesis that formal mentorship programs are appropriate vehicles to address the problems inherent to the "newness experience" experienced by newly appointed school-based administrators.

The goal of this study of creating, implementing, and evaluating a formal first year school-based administrator mentorship program within School District Y is predicated upon the thoughts and beliefs previously mentioned. As I reflected upon the goal of this study, it became apparent that the task of developing a successful program depended upon a great number of variables and that a substantive plan needed to be established. The conceptual framework indicated below, supported by its accompanying sections, delineates the plan undertaken within this study to facilitate the outlined goal.

Conceptual Framework

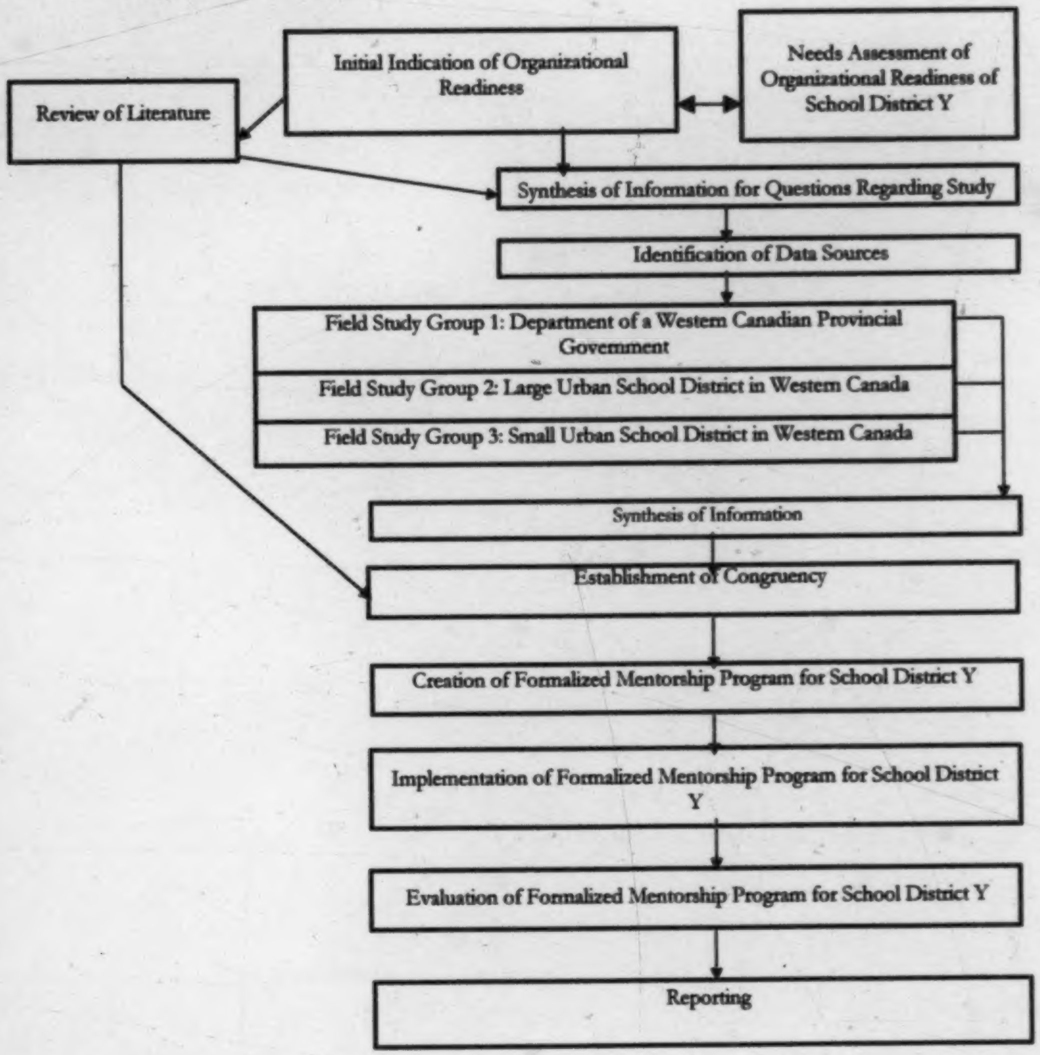
Initial Indication of Organizational Readiness
Needs Assessment of Organizational Readiness of School District Y
Review of Literature
Synthesis of Information for Questions Regarding Study
Identification of Data Sources
Field Study Group 1: Department of a Western Canadian Provincial Government
Field Study Group 2: Large Urban School District in Western Canada
Field Study Group 3: Small Urban School District in Western Canada
Synthesis of Information
Establishment of Congruency
Creation of Formalized Mentorship Program for School District Y
Implementation of Formalized Mentorship Program for School District Y
Evaluation of Formalized Mentorship Program for School District Y
Reporting

Figure 2. A Conceptual Framework for this Study.

Initial Indication of Organizational Readiness

Owens (1991) states that:

> historically, change in American education was viewed largely as a process of "natural diffusion." That is, new ideas and practices arose in some fashion and spread in some unplanned way from school to school and from district to district. The result was that schools generally changed very slowly; in the late 1950's Paul Mort observed that it then took about fifty years for a newly invented educational practice to be generally diffused and accepted in schools throughout the country and that the average school lagged some twenty five years behind the best practice of the time. (p. 211)

Fullan (1996) maintains that:

> we have the constant and ever expanding presence of educational innovation and reform. It is no exaggeration to say that dealing with change is endemic to post-modern society. On the other hand, however, we have an educational system that is fundamentally conservative. The way that teachers are trained, the way that schools are organized, the way that the educational hierarchy operates, and the way that education is treated by political decision-makers in a system that is more likely to retain the status quo than to change. When change is attempted under such circumstances it results in defensiveness, superficiality or at best short-lived pockets of success. (p.3)

These two statements do not speak well for the traditional school organization's attitude and propensity towards change. School organizations tend to implement change gradually and then attain a level of stasis. Once this level is achieved supplemental change occurs/ed in a "satisficing" fashion. Sergiovanni and Starratt (1988) define satisficing as a process of change whereby implemented solutions only address and satisfy current needs and do not maximize utility. (p. 59) This traditional philosophic trend has lead to an established school of thought, which postulates that educational change is, historically, reactive in nature. Contemporary schools of thought, however, are changing their basic tenets in this regard (Fullan, 1996). Today's school organizations are becoming more proactive in nature and focus on futuristic, projected needs rather than making yesterday's and today's problem(s) go away. The basic thesis of *Improving Schools from Within* (Barth, 1990) attests to this position. As school organizations become more proactive in their quest for meaningful change, they must become aware of the signs and symptoms that are endemic to required change. Sergiovanni and Starratt (1988) refer to the ability or inability of a school [school jurisdiction] to respond and its emphasis on responding to changing professional and societal environments as its level of "adaptiveness." A positive disposition toward change however, must preface adaptiveness. This disposition is engendered as the organization's level of "organizational readiness," the degree to which an organization is receptive to change in traditional attitudes, practices, and policies. Certain indicators can measure the level of adaptiveness present in an organization. The most obvious indicator is the organizational memberships' active pursuance of specific actions, which if enacted could result in change to the entire organization or to its individual or collective components.

Prior to this study, School District Y had established a District Administrative Leadership Program whose primary focus was to identify and prepare District educators aspiring to careers in school-based administration. This program was comprised of phases or stages whose successful completion was expected to result in an "administrative pool" which would then act as the central resource of appointees to the assistant principal and principalships.

Due to the projected and actual number of appointees resulting from changes within the ranks of District school-based administrators, District officials perceived the need for establishing a preparatory support structure. Officials investigated a number of support options and structures including the plausibility of a formal mentorship program.

During this same timeframe, School District Y's principals, of their own volition, formed a professional group: the College of Principals. The primary objectives of this professional group were:

a) to provide a vehicle whereby they could collectively address district issues and concerns, and
b) to address their professional development needs.

One of the issues addressed by this group dealt with the support required by newly appointed principal colleagues within their membership. Research by and discussion among this group resulted in this group's collective decision to address the needs of the membership through creating a principal preparation program and that some form of mentorship program would probably and most appropriately address the support needs of its new members.

District and principal initiatives developed during the same approximate period but independently of one another. The District's recognition of the support for its newly appointed and aspiring school-based administrators, the District's preparedness to seriously consider the creation and implementation of some type of support program, and the perceived need and subsequent action by its principals to initiate their own support program all indicated that the District had attained a level of organizational readiness conducive to the consideration and/or facilitation of implemented change.

Being a member of the District principal's group, I was aware of the existing situation within School District Y. After the preliminary discovery of the existent District need(s) the District and principal's group held discussions focused on determining how the District, as a collective whole, might create and implement a formal mentorship program. The final decision resulted in the commitment of both groups, under District auspices, to create and implement a formal mentorship program for its newly appointed school-based administrators. I acted as the consultant for this program.

Review of Literature and Synthesis of Information for Questions Regarding Study

I undertook a review of the literature regarding mentorship and the establishment of formal mentorship programs. This literary investigation resulted in the fundamental knowledge base used in formulating the interview questions I employed when interviewing individuals within the field study groups.

Appendix A contains a sample of the questions asked each program coordinator. These questions ventured to establish those concerns, perceptions, and experiences that were idiosyncratic to the program coordinator's role: including the specifics of program construction. Appendix B focuses upon the experiences of the superintendents and the executive director of the Field Study Groups. These questions investigated the organization's level of adaptiveness and organizational readiness, its propensity to change, the procedure that was conformed to in the creation and implementation stages including each stage's underlying objectives and goals, and the personal trials and tribulations experienced by the central change agent. The questions in Appendix C and Appendix D focus on the experiences and perceptions of the mentors and protégés of each program. This bank of questions attempted to uncover mentor and protégé perceptions regarding the definition of mentorship, the process they found themselves in, the feelings, problems, and benefits they experienced while in their relationships, and how their mentorship experience could have been improved.

Identification of Data Sources and Field Study Group Identification

I examined new employee support programs of various organizations located in Western Canada and then identified those organizations reputed to have exemplary programs in the area of mentorship. Based upon my preliminary investigation of pertinent and attainable program literature and program reputation I identified what I believed to be three exceptional organizations and subsequently selected them as the objects of my field study. The three selected organizations were a government department of a western Canadian provincial government, a large urban western Canadian school district, and a small urban western Canadian school district. I then contacted the individual responsible for each program by letter, and followed up personally by telephone. In the case of the government department, the initial letter and accompanying telephone communication took place with the Executive Director of that department, while in both school districts this communication occurred with the Chief Superintendent (Superintendent of Schools).

The initial letter served to introduce me to the Executive Director and to the Chief Superintendents, as well as to briefly inform them about my interest in their organization and mentorship program. Ensuing telephone conversations served to inform these individuals about my intentions and to address any questions and all concerns they might have regarding the study. I initially obtained verbal permission, then formally by letter from the Executive Director and the Chief Superintendents to conduct field studies in each of their organizations. Upon receipt of the formal letter, I scheduled individual meetings with the Executive Director and the two Chief Superintendents. They subsequently authorized me to contact the individual(s) primarily responsible for the administration of their organization's formal mentorship program, which I did by telephone.

The preliminary meetings held between the Executive Director, the Chief Superintendents, and me included a discussion of the progress of the study and an interview that investigated the role(s) these individuals played in the scope and sequence of their organization's formal mentorship program. All subsequent communications, assistance, scheduling, and addressing of research concerns were arranged for or dealt with by those individuals primarily responsible for the administration of the formal mentorship programs and me. In the case of the government department and one of the school districts, this individual was a Staff Development Officer: in the second school district, this individual was identified as the Director of the Mentor Program.

Data Gathering

The major methods of data gathering during the field investigation were through semi-structured interviews of open-ended questions and analysis of documentation specific to each program. I established semi-structured interviews to allow all respondents the capability of digressing during their responses and in all cases, I interviewed the respondents. Prior to interviewing field study group participants and after the interview schedules had been determined, I formulated a cohort group of University of Alberta doctoral students as a test group regarding the interview questions to be asked. This procedure resulted in some minor fine-tuning of the interview schedules.

Each field study interview ranged from thirty to ninety minutes in length and all interviewees had prior access to the interview questions (see Appendices A, B, C, and D). I gave all respondents the opportunity to receive a copy of their transcribed interview: none made such a request. The responses of the participants, in conjunction with information gleaned from existing research, became the knowledge base requisite to the creation of School District Y's formal mentorship program.

The two Chief Superintendents, Executive Director, four program coordinators, 10 mentors, and 13 protégés involved in the programs became the interview subjects. Program coordinators were those individuals specified as Director of Mentor Program and Staff

Development Officer. The program coordinators of each formal mentorship program selected the mentor and protégé interviewees and the program coordinators and I collectively established each organization's interview timetable. I interviewed each Executive Director, and each Chief Superintendent once; all program coordinators were interviewed once initially, with follow-up interviews for clarification; 5 mentors and 5 protégés were interviewed from the large urban school district mentorship program; 3 mentors and 6 protégés from the small urban school district mentorship program; and 2 mentors and 2 protégés from the mentorship program sponsored by the department of the provincial government. I conducted each interview in person with each response audio taped for transcription. Interviews with the Executive Director, each Chief Superintendent, and each Program Coordinator continued for approximately one hour. Each mentor and protégé interview was approximately 45 minutes in length.

Borg and Gall (1989) state that:

> in order to expose all respondents to a "nearly identical" experience, the opening statement, interview questions, and closing remarks should be structured. This helps to ensure that you will get reasonably comparable data from all respondents. (p.445)

Berg (1995) maintains that:

> researchers assume that the questions scheduled in their interview instruments are sufficiently comprehensive to elicit from subjects all (or nearly all) information relevant to the study's topic(s). They further assume that all the questions have been worded in a manner that allows subjects to understand clearly what they are being asked. Stated in slightly different terms, the wording of each question is equally meaningful to every subject. (p.31)

The interview technique I employed followed the suggestions made by Berg and, Borg and Gall. I allowed respondents to digress so as not to hinder their responsiveness and to capture as much pertinent data as possible.

Analyzed documentation dealt specifically with the historical perspective, program evaluations, subsequent revisions, pertinent policies, and current literature characterizing each of the programs.

Synthesis of Information

I taped all interviews as they took place, with no specific or noteworthy occurrences taking place that might be construed as affecting or skewing participant responses: all interviews took place as originally intended. Upon the completion of each interview within the government department and the large school district, the audiotapes were forwarded to a secretary for transcription. Due to the constraints of distance and time, the same individual transcribed the taped interviews of participants from the small school district enmasse at a later date. Due to the confidential nature of participant responses, the secretary responsible for taped interview transcription was sworn to confidentiality. Each of the transcribed interviews was categorized by organization and then by role, and placed into three different binders: each binder representative of one of the three organizations/programs studied.

Transcript analysis began by addressing each field study program individually. The process of data analysis maintained in this study was similar to that outlined by Winter (1989) and Peshkin (1992). The "fat data" were stored in analytic files by listing each interview question on a "white board" with each participant's response(s) listed below that question. I then typed these data into tabular form databases and highlighted the respondent's remarks that I thought best addressed that question. This highlighted information became the "basic" information used in trend formulation and comparison. In questions addressed by more than one individual, such as mentors and protégés or by a number of individuals across roles, responses were collectively investigated for commonality. Commonality of response(s) was determined through the coding of information, or as stated by Glesne and Peshkin (1992) "a progressive process of sorting and defining and defining and sorting" (p.133). I retyped this coded information into subsequent databases and repeated this process for all three programs until pertinent data could be compared between them. This process led to the construction of the Study Recommendations described in Chapter Seven of this study. Commonality of response was interpretive in nature and examined subjectively for similarity of intent or meaning. Responses perceived by me as being similar in message, suggested corroboration of information or response among respondents.

Establishment of Congruency

Chapters 4, 5, and 6 of this study report the specific information inherent to each program. Chapter Seven of this study became a synthesis of the collective information and data contained in these same chapters. I then integrated the needs of the District, the information gleaned from the analysis of field study data, and the data acquired from the review of the literature into a basic and congruent knowledge base fundamental to creating School District Y's formal mentorship program.

Creation, Implementation, and Evaluation of School District Y's Formal Mentorship Program

These areas were not constructed prior to the Establishment of Congruency Stage indicated in the Conceptual Framework of this Study. The rationale for the later development of these areas was that preliminary information and research were intended to mold the creation and implementation of the program. Chapter Eight describes the processes and procedures which were fashioned and used in the subsequent creation, implementation, and evaluation of School District Y's formal mentorship program.

Reporting

Reporting was facilitated on two fronts:

- as it pertained to the completion of this dissertation, and
- as it pertained to the submission of the analysis of the "Support for Success" Mentorship Program Evaluation.

In the first instance, the original projected date for publication of this dissertation was the Spring of 1997. This date has been amended twice and final publication is now scheduled of Spring, 1999.

The original timeline for reporting the "Support for Success" Mentorship Program Evaluation analysis was June of 1995 but this did not occur as planned for reasons that will be addressed in Chapter Eight of this study.

Interest has continued in the topic of school-based administrator mentorship throughout the 1990's and due to this interest a number of school jurisdictions have requested and will receive copies of this dissertation when completed.

Trustworthiness

Guba and Lincoln (1982) state that naturalistic inquiry incorporates four major characteristics to ensure trustworthiness: credibility, transferability, dependability, and confirmability. (p. 246)

Credibility

The measure of confidence, believability or truth-value, of the study's findings is fundamental to the overall value of the qualitative research undertaken. Credibility was ensured in this study through using and incorporating several methods. Mentors and protégés who had participated in the mentorship programs studied were selected by program administrators who believed that they would participate in the study fully, authentically, and honestly. After field study inquiry began, interview schedules remained the same for all participant groups. In conjunction with this, all interviewees were furnished with a copy of the interview questions no less than two weeks prior to their interview so as to heighten participant awareness in the areas to be addressed during the interview. Lastly, all interview schedules, procedures, and processes were discussed and approved by my Faculty Advisor.

Transferability

Guba and Lincoln (1982) describe transferability in naturalistic inquiry as the degree to which specific research findings can be extrapolated to other situations and settings. Guba and Lincoln (1982) further contend that in dealing with people it is difficult to generalize findings because personal perceptions are assumed subjective and context dependent. The application of specific findings to other settings therefore, is more effective through determining and understanding participant context and environment. In studying three mentorship programs, rather than one, in the same context, using the same procedures, and determining commonality of data through triangulation, transferability was established.

Dependability

Guba and Lincoln (1982) state that research design in naturalistic inquiry is anticipated to be emergent.(p. 247) Due to this inherent characteristic of naturalistic inquiry it is unusual and extremely difficult to replicate studies. Dependability therefore, occurs with the construction and maintenance of an accurate audit trail of the methodological steps and data collected.

All study interviews were taped, transcribed, organized, and analyzed in the same fashion: the field study process was in no way altered between the three different mentorship programs.

Confirmability

Confirmability of findings refers to the existence and/or degree of intersubjective agreement. This intersubjective agreement within the naturalistic paradigm can be confirmed through the triangulation of data, comparison of data to established research, and/or the existence of confirming data clusters.

In this study findings were corroborated by existing research as well as confirmed through triangulating findings among field study groups and programs.

Ethical Considerations

This study utilized a number of specific procedures to maintain appropriate ethical standards.

- As required by University of Alberta policy, the research proposal for this study was submitted and approved by the Ethics Review Committee of the Department of Educational Policy Studies prior to the beginning of the research.
- Verbal and written permission for the participation of each organization was sought and obtained from the two school superintendents and the executive director prior to any contact being made with any other employees of that organization.
- The school superintendents and the executive director were asked directly or indirectly to solicit the participation of other respondents within their organization.
- Only written information germane and specific to the needs of this study was utilized.
- All written information specific to each mentorship program was released by either the superintendent, executive director, or delegate prior to being used in this study.
- All respondents were furnished with copies of interview schedules prior to the commencement of interviews.
- Each interviewee could withdraw from the interview or choose not to answer specific questions.
- Respondents could rescind, edit, or change their response(s) throughout the interview.
- Respondents could receive a copy of their interview transcripts if requested.
- The identity of all participants has been protected throughout this study by changing their names, the names of their organizations, and the names of their mentorship programs.
- All opinions and information investigated, obtained, and/or reported during the course of this study was treated confidentially.
- All transcripts, tapes, and supporting documentation will be destroyed upon the completion of the dissertation process.

Summary

This qualitative study was conducted within the naturalistic paradigm. This chapter describes my personal perspective regarding the feelings prevalent to individuals assuming new positions within educational organizations, and how this "newness experience" became the underlying concept for this study. This concept was then investigated with the expressed intent of creating, implementing, and evaluating a formal school-based administrator mentorship program within School District Y. A conceptual framework was developed, as the study's schematic to bring this goal to fruition. Each of the conceptual framework's accompanying sections were then described as they related to the attainment of the study's goal.

The four characteristics inherent to trustworthiness; credibility, transferability, dependability, and confirmability, as stated by Guba and Lincoln (1982), were then developed as they pertained to this study. The chapter concludes with a discussion of the ethical considerations employed to insure the study's maintenance of appropriate ethical standards.

CHAPTER FOUR

SUMMARY OF FIELD STUDY DATA: FIELD STUDY GROUP 1

A Small Western Canadian Urban School District

Demographics of the School District

This school district is located in western Canada. At the time data were gathered from the district (March 1992), the enrollment was approximately 20,000 students with an annual growth rate of approximately 1000 students per year. In relation to the overall size of the district, this figure was quite substantial and uncommon. Emergent economic factors, felt in other parts of the province, stimulated the unusual growth rate of this urban center. The area had developed, in a relatively short period, from a small urban center whose economic base was founded on tourist dollars into a much larger booming urban center. The new center was experiencing "growth pains" not uncommon to other centers which have experienced the "boom phenomenon." Before the inordinate influx of new residents circa 1992, the area had been relatively stable in populations at the municipal and school district levels. Rapid promotion resulted because of an increasing district student population and a population of school-based administrators skewed towards the age of retirement.

Structure of the School District

Figure 3 illustrates the administrative structure of the school district:

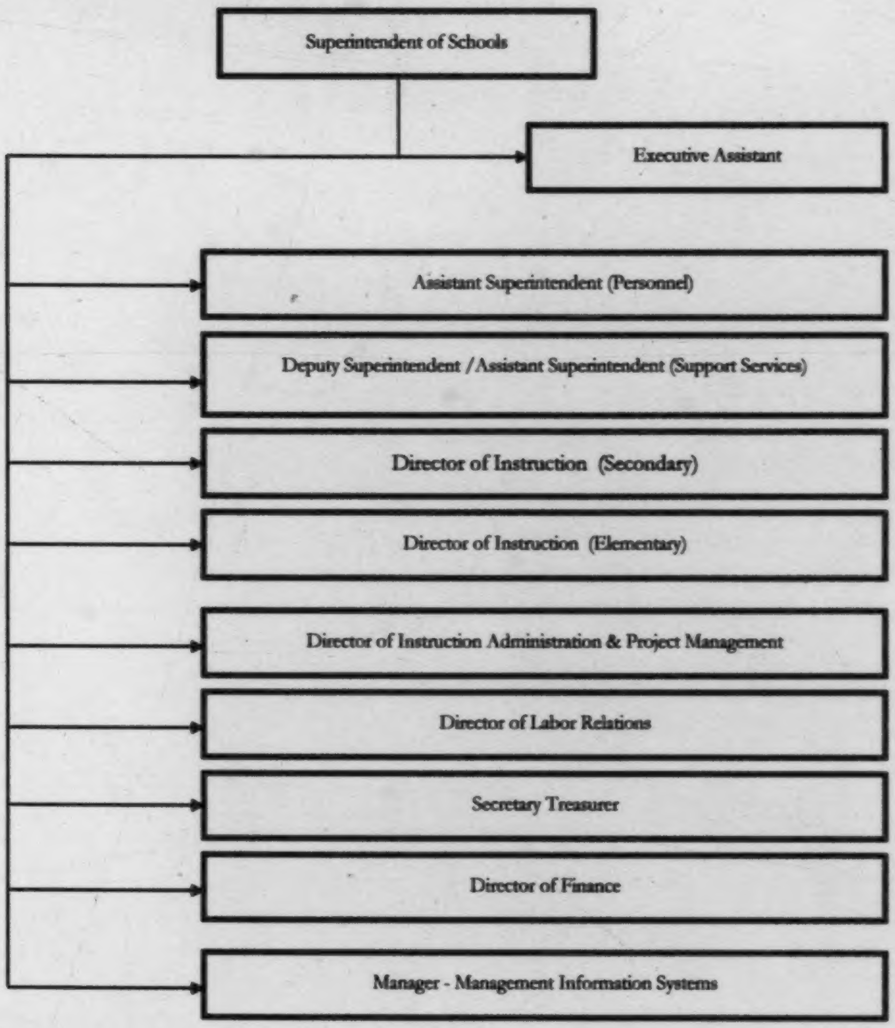
Superintendent of Schools
Executive Assistant
Assistant Superintendent (Personnel)
Deputy Superintendent / Assistant Superintendent (Support Services)
Director of Instruction (Secondary)
Director of Instruction (Elementary)
Director of Instruction Administration & Project Management
Director of Labor Relations
Secretary Treasurer
Director of Finance
Manager - Management Information Systems

Figure 3. The administrative structure of the Small Western Canadian Urban School District.

Background of District Mentorship Program

The Superintendent of this school district[3], henceforth referred to as Mr. John Smith, was in his fifth year of employment with this particular district in March of 1992. Another western Canadian school district had employed Mr. Smith before his employment with this district. While employed by the previous district Mr. Smith had occasion to work with intern teachers. This type of teacher was one who had graduated from a university program, held an education degree, but could not find work within his/her chosen profession. The province had initiated a program whereby school jurisdictions could hire intern teachers to afford them the opportunity to work in school settings in order to provide them with experience in their selected profession. Mr. Smith had occasion to facilitate a number of aspects of this program within his district. While attending to the perceived professional development needs of the intern teachers, he began research into the concept of mentorship. He felt that such a program held merit for the intern teacher and subsequently established a mentorship program on their behalf. He determined that this program addressed the needs of the intern teacher so effectively that he presumed a similar program held considerable merit for the "new" principal. He subsequently initiated a program for first year principals in that district. Upon assuming the position of Superintendent of Schools with the current district, he initiated the same type of program for new principals.

In his first year, Mr. Smith was unable to assume his role until after the selection of school - based administrators had taken place for that year. He, therefore, delegated this task to the deputy superintendent. One stipulation was placed upon those being selected as new school-based principals: that being that they be committed to the four cultural beliefs and values which were central to the superintendent's organizational belief system: honesty, loyalty, commitment to personal and professional growth, and commitment to togetherness. The superintendent also desired individuals to be hired who were committed to growth, willing to learn, and amenable to participating in a mentorship program.

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[3] The Chief Superintendent and Superintendent of Schools are synonymous terms. Throughout the remainder of this thesis, the Superintendent of Schools will be referred to as Mr. John Smith.

After the first year, Mr. Smith realized that if he wanted to develop a pool of administrative talent the program had to grow and he therefore expanded the program to include newly appointed vice-principals. A further stimulus to the expansion of the mentorship program to vice-principals was the reception of the program by participating principals during the first year. Mr. Smith reported that 100% of the participants responded positively to participating in the program.

Following the second year of the program it was expanded to include administrators who had not had the opportunity to participate previously and who subsequently had approached the superintendent requesting the opportunity to do so. This became the Senior Mentorship Program. By the fifth year of the program, membership had grown to include newly appointed principals and vice-principals as well as members of the senior mentorship program who had shown a previous personal interest in the program.

Objectives of the Mentorship Program

Mr. Smith perceived the mentorship program to be an outcome of, as well as a vehicle of the cultural beliefs and values that drove the organization. He believed that because the mentorship program had grown out of these beliefs and values they would be perpetuated throughout the jurisdiction if the mentorship practice was continued. He brought four cultural beliefs and values to the organization, made no apologies for them, and was committed to them.

- Honesty. The superintendent defined honesty as being the absence of falsehood with complete disclosure. He felt that this was necessary to the point of doing so "even if it hurt."
- Loyalty. He perceived loyalty to mean commitment to the organization "regardless of how things were going." He felt that this commitment should not waver regardless of whatever was going on in the district. Further, he saw this form of loyalty meaning going to the source of problems for resolution rather than behind the scenes. At all times he perceived members of the organization to be ambassadors of the organization and, subsequently, expected them to act accordingly.
- Commitment to personal and professional growth. The superintendent felt that individuals could always grow and develop both personally and professionally. Tied to this objective was the superintendent's feeling that flexibility should always accompany growth. By this he meant that during the process of growth one may encounter

roadblocks and, therefore, must be flexible and open enough to discover new paths. Being closed-minded was not an option.

- Commitment to togetherness. The superintendent was a strong proponent of the concept of "family." He felt that beyond the objective of loyalty everyone within the organization must commit himself or herself to a teamwork orientation for the sake of the organization.

Mr. Smith's commitment to these values was of such magnitude that he expected all members of the organization to internalize them and assume ownership for them. He further saw these cultural beliefs and values as permeating all policies and practices of the district.

Mr. Smith felt that the mentorship program was a way to inculcate these values and beliefs in his staff and a product of these central values and specifically an outgrowth of the one that dealt with professional and personal growth.

Mr. Smith perceived the task of school-based administration as an exercise too important to allow for failure. Mr. Smith viewed the failure of an individual in a newly acquired role as a failure of the organization and subsequently, his own personal failure. The mentorship program, therefore, had support as its central objective or focus. The matching process for example, addressed the facilitation of the needs of protégés, and professional development activities responded to perceived protégé shortcomings. The central objective of supplying the protégé with a solid support structure permeated every area of the mentorship program. For example, mentors were defined as people who showed prejudiced interest on behalf of protégés in an effort to help them meet and realize their life goals.

While research strongly indicates that mentorship programs are primarily constructed to facilitate the succession process, (that is, to prepare the newly appointed administrator, in a supportive fashion to become as effective as possible), this objective was of secondary value to this school district. The primary need in this district, and that which the mentorship program was established to address, was to internalize the fundamental values which were seen to be basic to the culture of this district.

Organizational Readiness

The superintendent of schools, who had occupied the position before Mr. Smith, had done so for a lengthy period. For a period of one year, before the hiring of Mr. Smith, the jurisdiction had delegated the deputy superintendent the role of acting superintendent. This was done to provide an outside agency time to conduct a job search for a permanent new superintendent. Mr. Smith perceived that there were a number of indicators that pointed to the district's disposition to accepting change. These indicators were:

- the district was willing to go outside of the district to hire a new superintendent,
- from an organizational standpoint there was an expectation of change, as identified by an internal study which was commissioned prior to the establishment of the selection process,
- during the selection interview the superintendent outlined his four cultural values and his commitment to them,
- the selection committee was positively disposed to the four cultural values espoused by Mr. Smith, and
- prior to as well as contingent to his employment as superintendent of schools, Mr. Smith stated that he expected to establish a mentorship program for new principals.

Implementation of the District Mentorship Program

District personnel appointed new school-based administrators before the end of the school year. This meant that the successful individuals generally knew of their new assignments during the month of June. During this same month, the superintendent of schools convened a meeting that he, all central office district personnel, and newly appointed school-based administrators attended. Agenda items for this meeting generally included a discussion of the mentorship program, elaboration upon the goals and values of the district, and an introduction of central office personnel in conjunction with a description of their district roles.

Mr. Smith played a large role in the appointment of school-based administrators and in the selection and matching of mentors to protégés. The superintendent felt that because he was highly involved in the selection process that he was, therefore, cognizant of the specific needs of the newly appointed administrators. Knowing the strengths of tenured school-based administrators, he was then able to match individuals with strengths in particular areas with individuals who were lacking in those same areas. This practice was particularly productive in matching principal mentors to principal protégés where no evaluative component was concerned. It did however, raise an issue when the expectation was that the school principal, the vice-principal's immediate supervisor acted as mentor. Daresh and Playko (1989) would disagree with this particular model of mentor selection. Daresh and Playko (1989) suggest that due to the responsibility placed upon direct line officers (supervisors) to evaluate subordinates summatively, protégés may not share their perceived weaknesses with their mentors. Mr. Smith totally disagreed with this perspective. In his opinion, line officers, who are authentically committed to seeing their people develop and grow, (an expected, commonly held organizational objective), are in the best position to act as mentor. He further suggested that nothing built relationships better than helping a person grow or develop. Mr. Smith firmly believed that adherence and commitment to the organizational objectives of continual personal growth and development, as well as to loyalty, resulted in the establishment of trusting relationships. In Mr. Smith's opinion, the line officer should not intimidate the protégé by acting as mentor. Again, the central focus of this relationship was to support the protégé and therefore to have the protégé experience success. In the case of the principals, a colleague, another tenured district principal, or a district office person was expected to act as mentor. In the case of principals, immediate supervisors did not act as mentors. Mr. Smith did not explain this apparent double standard. Mr. Smith then discussed the selections with the directors who were line officers i.e. supervisors of the school principals.

The matching of particular individuals in specific relationships had definite objectives; the improvement of specific weaknesses within each protégé identified by Mr. Smith and the directors. Mr. Smith and the directors expected the mentors to nurture the protégés in those areas perceived to be shortcomings. Meetings between mentors and protégés occurred at appropriate time intervals throughout the school year. The newly appointed administrator's evaluation was predicated upon the attainment of a higher level of functionality in the area(s) initially perceived as being in need of growth and development at the time of matching. Mentor selection to the pool occurred before the Mentorship Program Orientation Meeting held in June. This meeting also served as the social context whereby both mentor and protégé were able to meet one another for the first time as members of the mentorship relationship. Although not a written expectation, members of each mentorship relationship were strongly encouraged to cultivate their association before the commencement of the upcoming school term.

Meetings that dealt with topics pertinent to the global requirements of the district took place following the completion of the selection process and after the initial meeting in June. Topics included the budgeting process, the goal setting process, and job descriptions of vice-principals and principals.

Before the commencement of the school year, the district sponsored an information week known as "Call in Week." District Central Office Personnel slotted topics and issues into a number of sessions requiring attention prior to school opening. The intent of the week was to educate tenured as well as newly appointed school-based administrators in areas of need. Need was dictated by the emergence of new issues within the district or generic needs of school-based administrators which surfaced in some way from the administrators themselves. All school-based administrators selected sessions to attend based upon their personally perceived need for assistance. School-based administrators were given time off "in lieu of" during the school year for attending these sessions. The week culminated with a meeting attended by all district administrators where the superintendent discussed past successes as well as the expected direction the district was intending to follow for the coming school year. Another intention of this week was, although through somewhat of a hidden agenda, to establish a feeling of "esprit de corps" among district administrators.

An expectation was that mentors and protégés would set up their own timetables and agendas for further meetings after the commencement of the school year. These meetings were agenda and need driven, had purpose and were not particularly social in nature. The social component however, did play an important role in the ongoing life of the relationship. In many cases mentors and protégés would meet for social reasons and inevitably enter discussions relating to the current situation being experienced by the protégé. District office personnel convened other meetings throughout the year on a "needs be" basis. These meetings dealt with crucial issues central to the needs of the district or were in response to concerns voiced by members of the mentorship program, or other school-based administrators.

Updates with respect to each mentorship relationship occurred on an informal basis throughout the year. Information gathering generally occurred through one-to-one meetings with individuals involved in the mentorship program. Mr. Smith however, did make specific contact either by telephone or in person with each member of the mentorship program around Christmas. The intent of this communication was to inquire upon the state of the relationship and to facilitate any assistance that might be required.

Central Office personnel evaluated the mentorship program on a yearly basis. The format for the evaluation was informal in nature and was facilitated through a general meeting convened for all program participants at the end of the school year. During this meeting group discussion addressed the strengths and weaknesses of the program perceived by the participants. Program changes resulted from these discussions.

An expectation of the program plan was that the formal portion of the program and subsequently mentorship relationships were to last for a period of one full school year. Mr. Smith reported, however, that although relationships formally concluded at school year's end, they generally continued informally for a substantially longer period. In many cases these relationships served as catalysts for continued professional and social friendships. In other cases, these relationships became the foundation of larger support groups that permeated the school district.

Role of the Program Coordinator and External Facilitator or Mentor

Mr. Smith was responsible for the creation of the mentorship program and was instrumental in the selection of newly appointed school-based administrators, the selection of mentors, the matching of mentors and protégés, and the expected outcomes or goals of the program. The role of the program coordinator was that of a facilitator, and was essentially clerical in nature. This individual was primarily responsible for organizing events, facilitating resources, and establishing timetables related to the program.

Beginning in the second year of the program, the district employed a consultant deemed an external mentor whose primary focus was to facilitate protégé growth in areas dealing specifically with the human component of school-based administration, for example, interpersonal relations with staff members. The topics addressed by this individual changed from year to year depending upon the particular needs identified for that year's newly appointed administrators.

The external mentor visited the school district on three different occasions throughout the school year. On each visit, the external mentor would meet individually with each protégé for a period of two hours. The initial meeting would be audio taped, and provided the external mentor with the opportunity to determine which objectives each protégé held, what their strengths were, and what their future goals might be. The external mentor and the protégé would spend the second session listening to and discussing the taped interview. The objective of this second meeting was to clarify the protégé's goals and aspirations and thereby focus the individual on specific areas of growth. The final two-hour interview was essentially evaluative, in a formative sense, where the external mentor and the protégé would discuss the progress made by the protégé throughout the year. It resulted in a professional development exercise using the cognitive coaching approach to instruction.

Interview Responses of District Mentorship Program Participants

I interviewed the chief superintendent of schools, the program coordinator, six protégés, and three mentors. Of the six protégés, four were female while two were male. In all cases, the protégés were first-year school-based principals. Two of the mentors were experienced school-based principals; the other employed in a central office position. Two of the mentors were male and one was female.

Operational Definitions of Mentorship

The Superintendent defined mentorship as "being a process by which a mentor shows prejudiced interest on behalf of the protégé in an effort to help them meet and realize their life goals." The responses of all-participant mentors and protégés reflected this theme. Their definitions went beyond the definition of the superintendent's by usually including their perception of how this prejudiced interest took place. The mentors perceived mentorship to take place with the establishment of a structured partnership between a successful, experienced administrator and someone assuming a new role. The mentor provided support by acting as a confidant, trainer, guide, role model, and counselor. The primary objective was to enable new administrators to become successful in their new roles.

The protégés perceived mentorship as an opportunity to pair an influential expert in the field of administration with someone new to the field. Further, they saw this relationship as an opportunity for experts to share their experiences, talents, and skills through a coaching or guiding process. This coaching, modeling, or guiding would assist them in achieving their career goals.

Characteristics of Effective Mentors

There was considerable agreement among all participants regarding the expected characteristics of effective mentors. The participants identified the following characteristics:

- effective mentors possess strong interpersonal skills, (The interpersonal skills mentioned by all participant groups included: being a good communicator with good listening skills; being a good motivator; having good questioning skills; being open, approachable, positive, and affirming; being honest and able to create a trusting relationship; and being able to show empathy and patience.)
- effective mentors possess strong expertise in the area of their protégé's endeavor,
- effective mentors have expertise in the field of school-based administration, specifically in the areas of organization and problem solving,
- effective mentors are respected as effective administrators within their district,
- effective mentors are positive motivators, and
- effective mentors are positive role models.

The superintendent perceived effective mentors to exhibit the following additional characteristics:

- effective mentors are unselfish, (The mentor must consciously wish the protégé to succeed and in doing so celebrate the protégé's successes.)
- effective mentors are risk takers, (The good mentor is a risk taker and challenges the protégé to do so as well.) and

- effective mentors are committed to growth and live lives, which continuously challenge the status quo. (Change is anticipated and expected.)

Protégés perceived effective mentors to possess the additional characteristics:

- effective mentors are good teachers,
- effective mentors are vision driven and possess a sense of purpose and direction,
- effective mentors are able to identify the protégé's strengths and build upon them, and
- effective mentors offer guidance in the capacity of advisor rather than director.

In conjunction with the mutually agreed upon list of characteristics, mentors added the following:

- effective mentors are confident in themselves and their abilities,
- effective mentors possess a certain level of humility, and
- effective mentors temper leadership with a constant need to learn.

Selection of Mentors and Protégés

All interviewed protégés responded that their selection as protégés took place in essentially the same way. The protégés all knew from the outset of their selection to their new position that the expectation existed for them to participate in the district's mentorship program. Each saw this participation as being mandated and never perceived participation as an option. Three of the six respondents saw participation as a matter of course and did not voice any opinions in this regard. The other three, however, viewed their selection to the program as an opportunity to acquire assistance and an avenue in which they could obtain training in the role of principal or assistant principal. This latter group perceived the opportunity or choice of opting out of the program as being a non-issue because of the overall perceived positive result associated with participation.

The three interviewed mentors did not indicate any common awareness as to their selection to this role. One mentor stated that he "did not have the foggiest idea" why he was selected. Upon further reflection he suggested that he assumed that he was selected because his immediate line officer probably thought he and a "new principal would make a good match." The second respondent stated that the superintendent approached him and requested that he act in this capacity. He stated that he was unaware of any criteria that had been established with respect to the selection of individuals to fulfill this function and assumed that he had been approached due to his self perceived strength in the area of organizational skills. The third mentor assumed her selection from her having participated in the program previously and receiving a positive evaluation.

Mr. Smith established specific criteria for the selection of mentors. He stated that due to his direct participation in the selection of new school-based administrators he was aware of the individual needs of each individual. He also stated that he was cognizant of the individual strengths of tenured district administrators. Mr. Smith's mentor selection criteria involved selecting individuals whose administrative strengths and personalities complimented the needs and personalities of the protégés. It is apparent that the selected mentors taking part in this study were unaware of this criterion and, therefore, may not have benefited to the degree possible. Murray (1991) states that one of the key personal and professional motivators offered mentors through participating in facilitated programs is that of an enhanced self-esteem and that individuals asked to act as mentors perceive themselves to be respected, admired, and noticed within the organization. The school district's failure to communicate to mentors the rationale for their selection likely resulted in fewer benefits than could have been accrued by these individuals.

Matching of Mentors and Protégés

There was little consensus among protégés, all principals, about the method used to match them to their respective mentors. Three of the six respondents stated that they were either unsure or had no idea as to how the matching process took place. Of these three individuals, one became a principal through a response to a crisis, and subsequently gained entrance to the mentorship program. The second individual was new to the district, was acquainted with no one, and was completely naïve about this portion of the process. The third protégé, while not new to the district, was not sure how his match had occurred but assumed that it was constructed in some arbitrary fashion by the superintendent. A fourth protégé was also new to the district and knew no one. Mr. Smith contacted this protégé to offer a possible mentor's name to the protégé. The protégé was then asked if she would have any difficulty working with this individual. Not knowing anyone in the district and trusting that the superintendent would select an appropriate mentor, the protégé acquiesced to the choice made by the superintendent. In all four of these cases, the superintendent selected the mentors for the protégés. In the remaining two situations the protégés were given the opportunity to select their own mentors. The district had employed these protégés for a lengthy period, they had been part of an established network among their colleagues, and they had an established knowledge base regarding the characteristics of their fellow administrators. In both instances the protégés selected individuals who they already knew and who they respected both professionally and personally. In one of these relationships the individuals had previously worked together and felt that the mentorship relationship was a natural outgrowth of their existing relationship.

Two of the three mentors were aware that the superintendent matched them to particular individuals and that the matching took place so that their strengths could offset the perceived weaknesses of their protégés. The third mentor was unaware of how the matching process took place at the time of her selection. She became conscious of the rationale for her selection as a mentor approximately four months into the school year. This individual candidly criticized the district for this shortcoming. She felt that if she had been informed earlier in the process as to why she had been selected she would have been able to consciously focus her strengths to meet the needs of her protégé and subsequently facilitate the growth of her protégé more quickly.

The superintendent was directly or indirectly involved in the matching of individuals within their mentorship relationships. Generally, the mentors knew how the matching process operated and the reason for their selection. Protégés, on the other hand, were not as clear as to how the process occurred nor were they aware of the selection criteria for the selection of specific individuals to act as mentors for them. The superintendent based his rationale for matching specific individuals on his perception of the needs of protégés and the strengths of mentors. It would seem therefore, most appropriate for the participants within the program to be also aware of why matches occurred between specific individuals and subsequently, what needs were expected to be addressed.

Mentor and Protégé Goal Setting

When asked whether they had set specific goals for themselves within their mentorship relationships, all protégés answered in the affirmative. All of the protégés agreed that the relationships with their mentors should foster the protégé's learning and growth, and be advisory in nature. Relational goals were then set accordingly. Five of the six protégés set goals in two distinct areas: the professional domain, which dealt with their professional growth and specific need areas within their schools, and in the personal realm which dealt with the affective nature of their mentor/protégé relationships. Four of these five individuals stated that establishing an open relationship based upon candor, frankness, friendship, honesty, and trust was of primary importance. They further stated that it was only in the achieving of this goal that they could attain the comfort level required to openly share their thoughts, feelings, ideas, and "screw ups" with their mentors. They contended that after achieving this comfort level cohesion would occur between them and their mentors, which would then allow them to address the personal and professional concerns that were prevalent in the assumption of their new roles. One of the five respondents did not reply in the same fashion. His relationship was somewhat different from the others in that he had already fulfilled this goal as he and his mentor had cultivated a friendship prior to the assumption of his new role. He however did allude to the importance of attaining this same comfort level and thereby corroborated the sentiments of the latter four individuals. Still another of these five respondents agreed with the inauguration of the personal component within the relationship but had not attained a comfort level adequate to attack other issues at the time of the interview. The remaining respondent reported that he had set somewhat different goals and was elusive and noncommittal in his response. He stated that his relational goal(s) dealt with his "growth" and that this was not occurring with his "internal" mentor but was occurring with his "external" mentor. The way in which he responded suggested that he was somewhat guarded in what he wished to share and that his mentor/protégé relationship was non-productive and had not accomplished its intended purpose.

Upon analyzing the goals that the mentors set for themselves, it became apparent that each of the three respondents perceived their primary goal as being the offering of assistance to the protégé. One of the three respondents did not perceive himself to have any set specific goals but on reflecting upon his relationship stated that he had assisted the protégé by orientating him to the expectations of the district, and had acted as a confidant and sounding board. The second mentor set three specific goals for himself in order to assist the protégé. This individual felt that it was important to establish an open and trusting relationship with his protégé and thereby facilitate a higher comfort level between themselves. His second goal was to make himself as accessible as possible to the protégé. The third goal was to deal with issues the protégé deemed important regardless of their nature. The third mentor had established three relationship goals for herself. The first goal was to ensure the protégé's success in the new role. The mentor instituted a specific standard by which to gauge the degree of the success experienced by the protégé. The indicator of success was whether the protégé received an extension beyond the initial probationary year of his/her term appointment. The second goal although somewhat self-serving, was to stay in contact with the school-based principalship as she had been seconded to the district office for a period of one year. The mentor felt that by working with and helping the protégé she could keep abreast of emergent issues that arose throughout the year. The third goal was to assist the protégé in the attainment of goals specifically set by the protégé.

The goals that were established by both mentors and protégés were compatible with the cultural beliefs and values espoused by the superintendent, namely, commitment to the professional and personal growth of all members of the school district and the valuing of togetherness or "family." The goals were also congruent with the district's expectation for mentors namely, to show prejudiced interest on behalf of the protégé in an effort to help them meet and realize their career and life goals. Finally, the goals reflected the primary thrust of the mentorship program: district and personnel commitment to the success of its newly appointed school-based administrators.

Concerns Arising throughout the Formal Mentorship Year

None of the protégés' concerns arising throughout the formal mentorship year dealt with their mentorship relationships. Of the twenty-five concerns mentioned, only six dealt with personal issues, while the remaining nineteen dealt with specific job related issues common to first year principals such as time management, budget, staff supervision, hiring practices, school organization, curriculum development, etc. A single female protégé identified personal issues as being of concern. One of the female respondents stated that the initial concern that she and her mentor dealt with was her perception that others within the organization may have believed her promotion to be due to her gender. She consequently endeavored to present herself as a credible and capable individual whose promotion had resulted because of the merits of her own abilities. This same individual also felt driven to prove herself to the superintendent. She felt that the superintendent had confidence in her abilities but for some reason, she had to prove her worth to him. She also cited personal stress as a concern discussed by she and her mentor.

Another protégé, also female, stated that she and her mentor discussed her personal concern of role isolation. She also mentioned that she and her mentor had to deal with her need for affirmation. She felt insecure in her new role and subsequently checked out decisions she made with her mentor. As her confidence level grew, the number of communications concerning this issue diminished. The third respondent, again female, felt that trust was paramount to any mentorship relationship. She was extremely cautious and subsequently did not rush to share any non-career level concerns that she may have had with her mentor. She was content to allow the relationship to grow and mature naturally and as the trust level grew so did her perceived propensity to share her concerns. She however did become involved in a support network made up of fellow protégés. She saw this as less threatening and subsequently shared with these individual items of concern that she felt unable to share with her mentor.

In all cases, the mentors reported that protégé concerns dealt primarily with school or job related issues or situations. No mention was made of any concerns dealing with their mentorship relationships. A female mentor reported, however, that one of her primary concerns in establishing a relationship with her protégé was her lack of knowledge about this person. This mentor and her protégé also dealt with a concern during the school year which was uncommon to first year school-based administrators: a "rebellion" between the protégé's staff and the protégé. The mentor perceived the protégé's inability to establish a viable rapport and working relationship with the staff as the stimulus of the rebellion. The mentor addressed this concern and worked with the protégé in a conciliatory and supportive manner in order to reduce the emotional distance between the protégé and staff.

Mentor and Protégé Roles within the Relationship

When asked what role they perceived themselves as playing in the mentorship relationship each protégé agreed that their primary role was that of learner. They drew analogies to their situations and pictured themselves as sponges, student teachers, and seekers of answers. They further suggested that it was incumbent upon themselves to incorporate the qualities they perceived as being positive in their mentors with their own administrative style of leadership. Four of the protégés, two males and two females, stated that within their role as learners, they expected mentors to act as "sounding boards" to whom protégé suggestions and concerns could be addressed, discussed, and responded to. Two of the female protégés projected their needs through the perceived role of their mentors. They stated that one of the roles that should be played by their mentors was that of affirming them in their roles as new principals. One of the male protégés stated that his role was to bring awareness to the organization of the problems and difficulties experienced by first year principals. In one case, a protégé saw her role as that of affirming her mentor in his role. She endeavored to accomplish this task through frequently communicating responses to her mentor regarding her accomplishments.

Unanimity among mentors existed regarding the roles they perceived themselves as playing within their relationships. In all cases, they saw themselves as acting as resource personnel and as knowledge sources. The provision of sound advice, encouragement, and support facilitated these major roles. There was congruence between mentors, protégés, and central office personnel regarding the notion of support in that this concept was a focal objective of the mentorship program. Mentors perceived themselves as being supportive by being good listeners and nonjudgmental in their relationships.

Post Matching Mentor and Protégé Orientation

The superintendent and program coordinator stated that a yearly formal orientation to the program occurred following the selection process. When asked about the orientation to the mentorship program that took place after matching occurred, five of the six protégés reported that no formal orientation had taken place. In two of these cases, lack of formal orientation possibly resulted because their appointments occurred following the traditional selection process. One respondent stated that he had participated in a formal orientation process. Two of the protégés stated that although they had not participated in a formal orientation process at the district level, they had participated in a formal orientation to the mentorship program with the external mentor. Response incongruency may be due to respondents not participating in the program during the same year and subsequently missing the orientation, or the perception of a formal orientation not held in the same context by all stakeholders. In four of the six relationships, the mentors, after matching had taken place, contacted the protégés to schedule a meeting. It was at this meeting that the parameters and expectations for the individual relationships were established and formulated.

Only one of the mentors reported that he participated, along with two other mentors and three protégés, in an all day workshop held during the month of June. The objective of this meeting was to familiarize new participants to the mentorship program. One of the other mentors reported that she had participated in an orientation similar to the one previously described, during the latter part of the summer. She however had participated, as a protégé earlier in her career, in the same format described by the previous respondent. She commented that she much preferred the June format due to the additional preparatory time that resulted from this model. The third mentor reported that he had not participated in any formal orientation to the mentorship program. He did report however that he met informally with his protégé after the conclusion of the matching process and together they sketched-out the parameters of their relationship. It seems that there is little congruent perception between the participants of this mentorship program regarding the expected orientation procedure.

Gender Issues

Four of the interviewed protégés were female, the other two, male. Two female protégés were matched to male mentors while the other two were matched to female mentors. One of the female protégés matched to a female mentor and one of the female protégés matched to a male mentor stated that no difficulties arose due to gender. The other female protégé, matched to a female mentor, stated quite emphatically that she would have much preferred being matched to a male. She stated that she felt that males and females placed together as administrative teams brought out the strengths of each person's "maleness and femaleness" in a synergistic fashion and that such teams were more effective. This protégé also stated that she found it difficult to work with women and, therefore, preferred to work with men. She stated that the reason for this could have been that she had not yet met any woman administrator she respected enough to emulate and that this was due, in part, to so few women assuming the role of school principal.

One of the female protégés matched to a male mentor stated that this arrangement did affect her mentorship relationship. She felt that because of the mixed gender situation, in conjunction with her not having prior knowledge of this individual, it was in her best interest to be intentionally cautious and guarded in this relationship. She felt it was more appropriate to keep social and professional contact distinctively separate from one another; so much so that she orchestrated meeting locations to take place either at her school facility or at Central Office. She felt that by taking this action she was being proactive in preventing any misperceptions her mentor or the community might have. She found that her mentor/protégé relationship only concerned itself with school related matters and did not deal with anything relating to her personal life. She also felt that if she had remained in her prior district and participated in such a program, where her knowledge of district politics, individuals, and comfort level was higher, she might not have needed to be so deliberate in her actions. She concluded her remarks by asserting that, considering all other factors, she would feel more comfortable, be more positively disposed to, and develop to a greater degree, both professionally and socially, if her mentor had been female.

The other female protégé, matched to a male mentor, stated that she did not perceive any gender issues to be the stimulus of any difficulty within her relationship. She did however, state that she felt that her relationship could have been more productive if her mentor had been female. She believed that her career and personal life situation could have been better understood by another female as she was a new mother and a new principal and was trying to establish a balance between both roles in her life. She found that the relationship with her male mentor primarily dealt with school related issues and, subsequently, she actively sought to establish a network of female colleagues to balance the support she felt she needed to deal with her personal issues.

The final female protégé matched to a female mentor did not note any gender issue concerns in her relationship. However, she postulated that she might have had some concerns in this regard if her mentor had been male. She stated that she would find it easier, more comfortable, and probably able to formulate a meaningful personal relationship quicker with a female rather than a male mentor. She also stated that because of her prior relationships with individuals in the district, gender issues probably would not have been as big a problem for her as it may have been for others new to the district.

The two male protégés were both matched to male mentors. Neither protégé perceived any gender issues to be of concern in their relationships. Both protégés stated that gender would not be the primary concern for them in their relationships but respect for the mentor would be.

The three mentors all mentored individuals of the same sex. One male mentor had also mentored female protégés in the past. All three mentors reported that they did not perceive gender issues to have arisen in their relationships and further stated that if they had been placed in mixed-gender relationships that they did not foresee any difficulties arising due to this mix.

Benefits Accrued through participation in the Mentorship Program

All of the protégés concurred that they experienced benefits through participating in the mentorship program. There was consensus among protégés that participation afforded them dependable access to an expert knowledge and information base. The protégés also attributed diminished feelings of isolation, anxiety, and stress to their participation in this program. They also reported heightened feelings of affirmation, increased self-confidence, feeling supported, use of mentors for reality checks, and the importance of humor to be direct benefits of participation. One of the protégés stated that the implementation of the mentorship program and subsequent participation was a "District Testament" to the importance of the success of its newly appointed administrators.

The responses of the three mentors paralleled the collective response of the protégés. The mentors reported that they perceived protégé participation in a mentorship program to result in opportunities for the protégés to learn from more experienced administrators, to hear different perspectives, to become better organized, and to receive feedback, all in a non-evaluative environment. They hypothesized that participation with its inherent attributes would result in a greater potential for success.

Mentors commented on the benefits they had acquired through participating in the mentorship program. Each felt that they had attained some benefit from participation. All of the mentors felt that the relationship and participation in the program provided them with a learning experience. One of the mentors stated that because his mandate was to help his protégé, this in itself forced him to learn more about certain topics before assisting the protégé. A second mentor asserted that because the mentorship program had necessitated working with other mentors, he was able to share knowledge and information with other knowledgeable colleagues and subsequently was able to enhance his knowledge base. The third mentor maintained that she had experienced a vicarious learning experience in that she had been able to live through the situations experienced by the protégé, from introduction to closure, and subsequently to learn from what had transpired. This same mentor also stated that the experience had taught her what it meant to be a mentor and subsequently would allow her to be more competent in this role in the future. One of the mentors suggested that his active listening skills improved because he consciously focused on intently listening to what the protégé had to say before offering suggestions. This same mentor also indicated that participating in a mentorship relationship forced him to reflect upon his own practices and to question himself as to why he did what he did before advising his protégé. One of the mentors also suggested that he had experienced a heightened level of self-confidence which was due, in part, to the positive stroking he had experienced directly from his protégé's responses and indirectly when his protégé implemented his suggestions successfully. The remaining characteristic attributed to participation in the program was that it allowed for the opportunity to become familiar with another administrator on a level that possibly would not occur without participation in the mentorship program.

Difficulties Occurring Specific to the Relationship

While four of the six protégés reported that they had not experienced any difficulties specific to their relationships with their mentors, two protégés described problems that arose within their relationships. These difficulties dealt with the protégés experiencing feelings of frustration and guilt about the time demands they placed upon their mentors. To counteract their need for assistance as well as to lessen demands upon their mentors, these individuals both established networks or support groups with other first and second year principals. Of the two protégés who reported difficulties within their relationships, one stated that her difficulty stemmed from deciding where to hold her protégé/mentor meetings. This was the protégé who was new to the district, did not know her mentor well, was a female with a male mentor, and was, by nature, cautious and deliberate in her relationships. The remaining protégé reported experiencing difficulties in her relationship for two reasons: she lacked rapport with her mentor, and had an unsubstantiated feeling that what she had shared with her mentor had not been held in strictest confidence. The latter caused considerable anxiety for this protégé as she had not yet received her continuous appointment as principal and was concerned that the superintendent might have received more information than she wished to disclose.

Two of the three mentors stated that they had not experienced any difficulties with their protégés during their relationships. One of these mentors did report that he felt somewhat frustrated about not spending as much time as he would have liked to with his protégé. He related that this had occurred due to the demands placed upon the principalship for both individuals. The remaining mentor did not feel as successful with her protégé as she would have liked. She was convinced that the relationship had not been as fruitful as it could have been because they had not known one another before entering the relationship. She stated that because of this lack of rapport, the protégé did not initiate contact with her and subsequently the mentor felt that she was directing the relationship rather than it being a collaborative effort with the protégé. The mentor felt that the protégé's level of success diminished because she was unable to be as responsive to the protégé's needs as she could have been because of the protégé's "tight lipped" attitude.

Mentor and Protégé Recommendations for Change

When questioned as to whether they would change anything about the program, the consensus was that the protégés would change very little. Three of the protégés did mention, however, that they felt that mentors and protégés should have met as an entire group on a regular basis. They felt that including the mentors in the sessions with the external mentor or prearranging specific times for meetings of all mentors and protégés would facilitate the need for more regularly held large group meetings. They indicated that if this had transpired, more opportunity for sharing commonly held feelings, problems, and suggestions would have occurred. This would result in the establishment of a wider support network, lessened feelings of isolation, and a synergistic approach to problem solving. Two of the protégés also suggested that they would have appreciated some form of input in the selection of their mentors. Both felt that the idea of trust and previous knowledge of the selected mentor was so crucial to the establishment of a productive relationship that they would have appreciated having some input into mentor selection. They suggested the possibility of receiving a list of three potential mentors and then selecting one.

Two of the mentors stated that they would have changed nothing in their mentorship experience. One stated however, that she would have appreciated having some input into her selection as a mentor and her protégé match selection. This mentor echoed the sentiments of the protégé's rationale for requesting input into the selection of their mentors.

Support Received beyond that of their Partner's

When the protégés reflected upon the support afforded them other than that of their mentor, they responded unanimously that each received the support of the external mentor and the superintendent. All protégés agreed that the external mentor was of great benefit to them. All protégés spoke glowingly of the superintendent and the consensus was that he was supportive. The perception of his supportiveness was predicated upon his knowledge of the individual professional and personal situations of each protégé, his affirming nature, and his personal visits to each protégé's school. Four of the six protégés also mentioned that they received a considerable amount of support from their district line supervisors and support networks of fellow district principals. One protégé identified his/her family as an additional source of support.

The mentors mentioned three sources of support that enabled them to act in this capacity the external mentor, line supervisors, and district personnel in general. The type of support generally requested by mentors from district personnel was answers to specific questions that addressed protégé needs.

Recommended Changes to the Support Structure

When asked about what additional support they would have required to increase the benefits to their mentorship experience, three of the six protégés responded that nothing else was required. Each protégé felt very content with the support mechanisms provided by the district facilitators. One of the remaining protégés responded that the only additional source of support she would have liked was that of meetings convened with all mentors and protégés present. The support, in these meetings, would have been available through the sharing of commonly experienced problems, action plans, consequences, and feelings. Another protégé responded that he would prefer more contact with central office line personnel initiated for the expressed intent of inquiring upon the well being of the protégé and his/her situation. The remaining protégé felt that the support structure was appropriate but suggested extending the existing length of the formal relationship from one to two years. The rationale for this change was that by extending the period new individuals to the district would be afforded more time to cement their relationships with previously unknown mentors.

Facilitation of Relationships

The protégés identified the means by which they and their mentors facilitated their relationships throughout the one-year formal period of their relationships. Mentor and protégé discussions held at the outset of the relationship were used to establish subsequent contact formats. There was consensus among all protégés that the telephone was by far the most widely used medium of communication and contact. The telephone was used to address concerns that required immediate attention. Four of the six protégés stated that they and their mentors agreed to meet on a regular basis. The format for these meetings, however, varied between individuals. One of these five protégés met with his mentor once a week for a breakfast meeting. The second met with her mentor every two weeks at a breakfast meeting while the third met with his mentor each Friday for a "drink" to debrief the week. The fourth met with her mentor and then established the next meeting date; the length of time between meetings was approximately six weeks. The remaining two protégés, in conjunction with their mentors, decided to meet on a "needs-be basis" rather than at regular intervals.

The mentors responded to this same question. Two of the three individuals responded that they met with their protégés on a "needs-be basis" and had participated in a substantial number of telephone conferences. One of these mentors suggested, however, that the meetings tended to be on a regular basis in that they did take place approximately every six weeks. The remaining mentor responded that she had initiated all contacts and that her protégé had never telephoned nor invited her to meet. The mentor suggested that this was due, in part, to the protégé's self-reliant attitude, which in fact had gotten the protégé into trouble with her staff.

Occurrences of Dysfunctional Relationships

The protégés responded to whether they felt that the relationship they were in with their mentors had followed the expected path. Five of the six respondents stated that it had lived up to expectations. One of these protégés did remark that he had had one misgiving about the relationship: as time went on contact with his mentor lessened and that he felt guilty for allowing this to happen. One protégé stated that not only did the experience meet expectations but transcended them. The remaining protégé voiced a strong concern regarding her relationship. She stated that she was unhappy with the way in which her relationship had gone and that this was due to her belief that her mentor was passing information regarding her progress or lack thereof to central office personnel. She believed this to have shaken her trust and confidence in her mentor. This protégé was new to the district and admitted to being a guarded individual who had done nothing to remedy or alleviate the situation.

Two of the three mentors, both male, reported that their relationships had gone very well and that they had not experienced any difficulties. The remaining mentor, a female, indicated that her relationship had not gone as expected. She reported that her protégé had not allowed her to fulfill her role, at least in the way she had perceived it. She viewed her protégé as being self-reliant, independent, guarded, and consequently uncomfortable with asking for assistance. The situation concerned the mentor to such a degree that she considered discussing it with central office staff. She was taken aback by what transpired at a Christmas meeting. Her protégé, after being asked to share her perceptions of her mentorship relationship with the group, stated that she was happy with the assistance she had received from her mentor and was pleased with the way her relationship was going. Until this occurrence, the mentor was uncertain she had been of any assistance to the protégé. The mentor was convinced that a personality conflict existed between herself and her protégé and that theirs was an inappropriate match.

The "Buy-Out" Clause

Five of the six protégés stated that no mention of the existence of a "buy-out" clause had ever taken place. One of the female protégés replied that Mr. Smith had mentioned to her, in conversation, that if she felt that her mentorship relationship was not working that he should be notified and that a more suitable mentor would be found. Another female protégé also remarked that the superintendent had inquired about how the relationship was proceeding but made no mention as to what he expected her to do if the relationship was not effective. Three of the protégés stated that they felt the program was constructed to ensure their success and subsequently had no reservations in approaching the superintendent if they felt that their relationship was not as productive as they expected it to be. One of these protégés, a female, also remarked that she felt that it was incumbent upon her to make the relationship work. The remaining female protégé, guarded and insecure in her relationship, stated that although she had no knowledge of such a clause she felt that it would be more politically astute and expedient for her to "ride out" the year with her mentor so that no "waves" were created. She felt that the mentors were "hand picked" by the superintendent and that questioning this choice would reflect badly upon her. Her plan was that at the completion of the year assigned to the formal portion of the mentorship program she would make a choice as to whether or not to continue in the relationship.

The mentors reported that they had never discussed the question of a "buy-out" with central office personnel or with their protégés. One of the male mentors elaborated on his response and commented that although a formal buy-out clause did not exist he insisted that if the relationship had not worked out, an informal buy-out would have taken place based upon the strengths of their personalities. This meant contact would have ceased between them and the protégé would have probably looked to a different source for assistance.

Formal Completion of Relationships

The final question asked of the protégés dealt with their predicting the direction they saw their mentor/protégé relationships going after the completion of the one-year mandatory period. Three of the protégés perceived their relationships gravitating toward professional friendships with peers and did not believe that their relationships would develop beyond this point. Two of the remaining protégés, both female, saw themselves fulfilling the expected mandate of the program and perceived very little chance for establishing any type of relationship beyond these expectations. One of these female protégés cited her mentor's chauvinistic tendencies as the reason for her perception. The other female protégé, again the individual who was the most guarded of all the interviewees, perceived herself as not having established the foundation for a stronger mentor/protégé relationship. This latter protégé established a rudimentary support network with other individuals within the district and saw herself assisted by these individuals rather than her formal mentor. The remaining male protégé felt that his relationship had developed beyond that which the other protégés had mentioned. He stated that his mentor had become a confidant, personal and, professional friend, and their relationship had become one of colleagues on equal footing.

The mentors' responses paralleled those of the protégés. The two male mentors reported that they had become closer to their protégés than they had to other principals in the district. They credited this to their participation in the mentorship program. Both mentors described the relationships as trusting professional friendships. The remaining female mentor was unclear as to what to expect in her relationship with her protégé. She was in a relationship with a female protégé who found it difficult to cultivate friendships quickly, and therefore she was not sure what the future would hold in this regard. She was optimistic, however, that she had come to know her protégé well enough to understand her guardedness regarding friendship creation and was optimistic that given a substantial length of time their relationship would develop beyond its current standing.

Of major interest is that in all relationships except the one that had developed into a full fledged friendship, the time spent in contact between protégé and mentor greatly diminished after the mandatory match period expired.

Conclusion

Investigations into the state of this mentorship program continued during May of 1997. Conversations took place with Mr. Smith who had since left the school district for employment in another western Canadian province. Mr. Smith reported that up to the time of his leaving the district, in December of 1996, the mentorship program had continued and to his knowledge was continuing effectively in his absence.

CHAPTER FIVE

SUMMARY OF FIELD STUDY DATA: FIELD STUDY GROUP 2

A Division of the Personnel Administration Office of a Western Canadian Provincial Government

Background of the Mentorship Program within the Provincial Government

The primary information sources that supplied the background information of this program were the Executive Director[4] of a Personnel Administration Office and the Program Coordinator[5] of the Mentorship Program. Both sources were extremely knowledgeable with respect to the history of the division, the policies within the department, and with the personnel those policies affected.

Ms. Joe stated that the Mentorship Program was evolutionary and resulted from a system wide Provincial Government initiative that began in 1980. This initiative for women was in response to the findings of a study commissioned prior to 1980, by the Human Rights Commission, Department of Labor. The study addressed the question of overall employment equity within the government as a public service organization, and found that more than 50% of the public service population was female. Of this percentage, 50% worked in professional, clerical, and support service groups, and none occupied senior management positions. The study also indicated incongruencies between the types of employee training and development opportunities afforded women and men, i.e., secondments, promotions, in-house training programs, and educational leaves. The study concluded that, due to these incongruencies, women did not experience the same career opportunities as men.

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[4] The Executive Director of the Personnel Administration Office is denoted as Ms. Joe throughout the remainder of the thesis.

[5] The Program Coordinator of the Government Mentorship Program is referred to as Ms. Williams throughout the remainder of the thesis.

Ms. Joe emphasized that the creation of the women's program within the Personnel Administration Office in 1980 was in response to the study's findings. The fundamental focus of this program was on women's issues but over time, came to include native issues and by 1992 moved towards work force diversification issues. This latter issue focused upon four target groups: visible minorities, indigenous peoples, women, and people with handicaps.

The Four Phases of the Women's Action Plan

Phase One: The Awareness Phase

Four phases made up the women's action plan. The objective of the initial phase was to heighten awareness levels within the organization and to assist the organization's management in understanding the role of women within the context of the organization. This assistance focused upon:

- influencing attitudes to increase the use of inherent skills and talents possessed by women within the organization,
- ensuring that women would be afforded opportunities for career growth and development, and
- using the strengths inherent in women to add to the productivity of the organization.

Ms. Joe stated that the primary goal of this phase was to enhance the awareness levels of the major players of the organization. She stated that it was crucial to discover what biases existed within the organization, and that breaking down such barriers was fundamental to the success of the program. The primary vehicle utilized in achieving the latter goal was the bringing of men and women together in workshops. Ms. Joe also stated that the career tracking of men and women within the organization began during the inception of this program.

Phase Two: The Creation of Appropriate Programming and Courseware

The second phase of the program, in 1983, stemmed from the realization that the creation of programming and courseware was paramount to the professional advancement of women. The programming, totally dedicated to women's issues and concerns, was intentionally segregative training for women and anticipated establishing a "level playing field" between men and women regarding career preparation. The segregative training program was implemented in response to data received from women and departments who indicated to Ms. Joe's division that women generally felt intimidated when participating in established gender inclusive training programs. This perceived intimidation factor resulted in women not being exposed to the same experiential or opportunity base as men; subsequently needs-training was introduced for women. Needs were addressed through such assistance as women entering five-day professional development programs, assertiveness training workshops, communications skills enhancement, and job interview preparation skills. Ms. Joe discussed a preparatory problem that emerged within the second phase of the program: women did not understand the process of personal career needs assessment. In response to this problem, a series relating to career development was implemented through the establishment of the Personnel Planning and Career Development Center, in 1983. The Center accepted as its mandate one-on-one coaching, and counseling of women who sought assistance in this area. Communication of the Center's mandate then occurred throughout all provincial government departments. Subsequently, the Center began working with groups; providing computer assisted career planning, and authoring self-guided books. Computer assisted career planning involved interested female personnel entering data into a computer terminal and in return receiving a computer profile that was then discussed with Center personnel. The goal of this counseling session was to determine suitable client career choices within the field of the public service. Within the context of this phase, in 1984, the focus of the Division became the creation of programs for career preparation. In 1985, the focus became the establishment of career planning for management personnel and by 1986 career planning for senior management women. In all cases, program and courseware construction took on an educational focus.

Ms. Joe stressed that the goal of skill development had its foundation in a theoretical educational base specific to women. This educational base related to the enhancement of confidence, assertiveness, conflict resolution, communication, and skill levels in women as they interacted within the cultures of the organization.

Phase Three: The Diffusion Phase

The third phase of the program focused on the premise that assistance from departmental personnel was necessary to the overall success of the program. Ms. Joe's division devised a plan whereby two coordinators were selected from each department, board, and agency. This plan stated that primary coordinators should come from within the line structure of the each department. This individual was to be a woman manager, selected by the Deputy Minister, who could best speak to the culture of their organization. The second coordinator was a personnel coordinator from that same department. The structure resulted in sixty paired coordinators from within thirty departments, boards, and agencies. These sixty individuals then worked with personnel from the Personnel Administration Office to create and implement initiatives tailored specifically to their department's requirements. The objective underlying this action was to enlist the support of departments. The third phase known as the "Diffusion Phase" and again, the entirety of all programs and initiatives solely focused on the needs of women within the organization.

Ms. Joe reported that a salient incident occurred as a precursor to the program entering its fourth phase, in 1988. Ms. Joe stated that an election was held, and a woman was appointed minister whose portfolio consisted of the Woman's Secretariat, Human Rights Commission, Department of Labor, Personnel Administration Office, and the Advisory Committee on Women's Issues. The breadth of her portfolio enabled her to enlist the support of twelve major departments in a government wide plan of action for women in 1989. Ms. Williams stated that at this time 21% of individuals at the manager level were women, 11% at the senior manager level, 6% at the executive manager I level, and 1.4% at the executive manager II level (equivalent to the Assistant to the Deputy Minister level). With these statistics, Ms. Williams stated that the Minister convinced her colleagues in caucus that action should occur to assist women in moving into executive management positions. This did not suggest the adoption of an affirmative action plan or position but rather a focus upon the preparation of women through education. The expectation was that this preparation would result in heightened management ability levels in women and consequently enhance their opportunities for selection in promotion competitions.

The Minister's plan viewed the provincial government not solely as an employer of women within the public service, but expanded beyond the employer/employee relationship to consider such topical issues as reproductive health rights, women's pensions, women's housing, single parenting, financial counseling, women's education, and family violence. Topics all-important to upwardly mobile women in the context of cultural norms placed upon women in western culture. The Personnel Administration Office, one of the twelve departments requested to participate, put forward recommendations to the minister, which resulted in additional funding being furnished to address those recommendations. Recommendations included: establishing an employment equity advisory committee whose main task was to define employment equity in the public service; acting as an umbrella organization in assisting other departments who launched initiatives; developing and monitoring a statistical tracking system that would point out program achievement within certain areas of the government; and lastly, developing innovative initiatives which extended beyond training programs. The latter mandate resulted in the development of three major initiatives: the balancing work and family initiative, the accelerated management-training program, and the mentorship program.

To this point all programming dealt solely with the needs and aspirations of women. Ms. Williams stated that not all members of government agreed with this focus, and that a substantial amount of controversy surrounded this position in that it was felt by some that the focus should be broadened to include any high performing senior manager. The initial focus remained since the underlying premise of the plan was to correct unfair distribution and representation of women at the executive management level. Ms. Williams also stated that in spite of a perceived undercurrent of gender discrimination on the part of some, no backlash resulted and no program sabotage occurred.

The accelerated management-training program and the mentorship program ran concurrently. The primary objective of the former was to identify the most prepared and appropriate females available within government with the result being their preparation for management positions. This program was an effort to induce departments to identify women who were ready to move into management positions but had not yet been afforded the opportunity. This identification process resulted in the creation of a pool of women classified as "fast trackers," or women perceived to have high management potential who then received accelerated training. The accelerated training process began with the selected individuals participating in a career-planning workshop for management that included the study of each protégé's competency profiles to determine skills in need of development. The next step in the process was the creation of a developmental plan that would address the entire group and have all of the candidates go through similar generic programming on management and the public sector, as well as career planning. Individualized development plans were established which dealt with the specific needs of each candidate such as communicating, reports writing, strategic planning, problem solving, and decision making. This accelerated training program continued for a six month period and culminated with each participating department being expected to place their participating female candidate(s) into acting managerial appointments for an additional six month period to allow them to apply what they had learned. By 1992, the accelerated management program was continuing with minor alterations. The primary modification was that large departments had volunteered to sponsor their own versions of this program, while smaller departments, with fewer resources, depended upon the Personnel Administration Office for continuing support.

Phase Four: The Integration Phase

The fourth phase, in 1980, was an evolutionary strategy that had been a highly sought after outcome of the first three phases. This integration phase's success depended on the success of the preceding phases. Integration, within the context of this program, meant that all of the programs which were initially designed for women could and would now be available to all: the four target groups as well as to men and women within the organization. Hence, segregated training no longer existed as a training strategy within the parameters of this program. In 1992, therefore, all qualifying employees could access the mentorship and accelerated management programs.

In 1992, the Personnel Administration Office was no longer primarily responsible for the overall administration of these programs instead assuming a consultative and/or supportive role. The Personnel Administration Office continued to be responsible for the overall policy for each program. Each department, however, could opt in or out of each program as well as decide which program segments they would offer to their employees. This autonomy allowed each department to customize the program to address its specific needs and requirements.

The inception and ensuing introduction of the mentorship program then, was a calculated response to the needs of the larger program and was part of a much broader picture. Between 1980 and 1992, statistics indicate the number of women in management positions increasing from 3% to 18%. Ms. Joe was adamant that this substantive growth did not result from legislated policies regarding affirmative action and employment quotas in effect in other jurisdictions, but rather to the collective proactive non-condescending actions taken by the Minister and her governmental colleagues and their departments.

Genus of the Mentorship Program

One primary task of the plan of action for women initiative was to establish a "level playing field." Ms. Joe stated that this objective had been appropriate and did in fact accomplish its initial goals. She further stated that her department came to the realization that although the benefits of structured training programs had been satisfied, these in themselves were not enough to accomplish the more global goal of placing more women into upper management roles. The perception existed that the candidates who had participated to this point were not "ready" to assume upper management positions. The candidates participating in the career planning sessions were asking rather pointed questions, such as: "How does the organization know or how do I know when I am ready to take the next step?" "Are there any subtleties which would indicate this?" "What is happening beyond my knowing how to plan, problem solve, delegate, and do my own financial plan and budget?" Ms. Joe revealed that these questions resulted in additional coaching, which subsequently led to the creation of a formalized mentorship program.

Organizational Readiness

The level of organizational readiness within this organization was apparent by examining the chain of events that transpired in the post-1980 period. The commissioning of the study in 1980 was the principle impetus for the mentorship program's implementation in 1988. Throughout discussions with Ms. Joe it was obvious, by her standards, that pre-1980 societal norms integral to the lack of career enhancement opportunities afforded women and the roles occupied by women within organizations, had changed drastically by 1988. This change resulted from a more global change in philosophy and attitude. The government recognized the shift in societal attitudes and proactively set out to address the change this attitudinal renaissance demanded. It is evident that the level of organizational change within this organization has been quite high since 1980, specifically in the area of employment equity.

Objectives of the Mentorship Program

The initial objective of the mentorship program was that of acting as a "next step" in the preparation of women for senior or executive management positions. This was in response to a training vacuum that had occurred in the overall process. Important players within the organization as well as "fast-trackers" both realized that practical application beyond workshops and "book learning" was required to internalize theory. The organization responded to this perception by implementing the mentorship program. A secondary objective of the mentorship program was to supply coaches who were able to offer objective advice, assistance and guidance, and capable of forming bonds of understanding with the protégés. The mentorship program also served to encourage women to take advantage of advancement opportunities, assisted senior management women in developing effective strategies for career enhancement, and assisted senior management women in developing networking systems.

Implementation of the Government Mentorship Program

When interviewed in 1992, Ms. Joe was uncomfortable with discussing the intricate and systematic process that accompanied the implementation of the mentorship program. She stated that the mentorship process was evolutionary in nature, changing over time. Further, she stated that she was not totally cognizant of each step in the implementation process and their accompanying substructures. Ms. Joe began her recollection of the implementation process by stating that an outside expert spoke to her department circa 1988 about the concept of mentorship. It was apparent at this time however; that little knowledge existed about the establishment of formal mentorship programs, and as late as 1990 few programs were in existence which could be modeled. This being the case, the Personnel Administration Office cautiously established its own template. All program activities assumed a holding pattern during the initial six-month research period. Ms. Williams stated that circa 1988, a consulting firm was contracted with the primary mandate of providing a program framework to the Personnel Administration Office. Ms. Williams further stated that the expectation placed on this consulting firm was to provide research results regarding mentorship, determine appropriate contacts, and locate other organizations participating in mentoring programs.

The program began by being extremely objective in nature in order to measure the results (success) of the program. The completion of the intermediary stages was less quantifiable and therefore, the measure of success became the extent to which each member of the mentorship-relationship felt that there was mutual, real, beneficial, and meaningful growth-taking place. Individual growth became the benchmark for success.

Step One of the Mentorship Program: Communication Strategy

In Ms. Joe's view, the program required little advertising throughout the organization. In her words, "the organization saw something very valid that maybe for the first time was legitimized because mentorship was already taking place informally." Ms. Joe sensed that a favorable perception pervaded the organization regarding the inception of formal mentorship prior to the announcement of the government wide plan. Her perception of underlying approval resulted from canvassing government department deputies who overwhelmingly supported the initiative. Ms. Williams reported that this approval was in essence the outcome of the first step of the program, the communication strategy in which all cabinet ministers had received information regarding the program, asking them to give serious consideration to its endorsement. In conjunction with this request was the Public Service Commissioner, the Deputy Minister of the Personnel Administration Office, sending program information to all deputy ministers across government asking them to consider the program. If they perceived it to have merit, they then nominated executives whom they thought might have potential as mentors. Ms. Joe had been relayed information from the Deputy Ministers, that these individuals perceived participating in such a program as an opportunity for providing a service back to the organization that had afforded them many past successes. The executives perceived the mentorship program as a win-win situation whereby mentors, protégés, and the organization became beneficiaries. Ms. Williams stated that after approval by the ministers and deputy ministers, letters were sent by the Personnel Administration Office to every senior female manager in government inviting them to attend an introductory session on mentoring and thereby learn more about the concept. An outside expert in the field of mentorship facilitated this introductory session. Senior management women and/or executive managers could complete and return a profile at the completion of this session. The criteria specified in each profile, included number of years of experience, educational history, and types of career experiences. The act of returning the profile became the official application to the mentorship program. Each criterion within the individual profiles and/or registration forms was then graded under the categories; "very good," "suitable," or "not suitable." Each grade accrued points and the total score determined the perceived program potentiality of each registrant. The higher the total scores the higher the individual's level of acceptability. Ms. Williams viewed this form of selection to be inherent to government organization. She stated further that government used this method because of its perceived fairness. Ms. Joe suggested that her department was directly responsible for the successful facilitation of the program and therefore, benefited from the program. Of greatest benefit was the knowledge that by meeting their mandate they were able to facilitate personnel growth and development within the organization.

The Personnel Administration Office played the facilitator and organizer role throughout, dealing with participants and ensuring that they were clear about their roles. Ms. Joe also stated that there was a need for revisiting and redefined role clarity from time to time. This exercise was affected through a "calling back" procedure of the entire group of mentors and protégés, who were asked the specific questions of, "How is it going?" and "What more can we do to help you?" The participants' responses then lead to subsequent activities such as the inception of a book review club, lecture series, and support groups.

Step Two of the Mentorship Program: Selection of Program Participants

The second step of the mentorship program was the selection of participants. Ms. Williams discussed the nomenclature associated with program participants and stated that program protégés requested that they be referred to as "participants" rather than protégés. Confusion resulted when the conventional identifiers of mentee or protégé were not used. In 1992, the protégé's title changed from "participant" to "associate" to alleviate the difficulty. For consistency, participants or associates are referred to as protégés in this document.

Ms. Joe stated that selection of the initial group of participants occurred strategically. She referred to this as being "purposeful selection." The developers of the mentorship program felt very strongly that not only the candidates but also senior management must become involved in order to establish program commitment. This meant that involvement had to take place on a personal level. To expedite this, women senior managers, generally at the Assistant Deputy Minister level, became mentors. The protégés occupied positions that were two levels below their mentors' positions. Discussion occurred regarding whether the protégé's immediate supervisor would be appropriate as a mentor. The response to the question was that mentorship was a holistic approach and subsequently partnerships would be of more benefit to the protégés as well as to the organization if they were cultivated on a cross jurisdictional basis and outside one's organization. This however did not preclude the candidate's immediate supervisor from being a mentor. Cross-jurisdictional partnerships were expected to result in protégé's acquiring a broader sense of the public service, and a heightened awareness of the interactions occurring between the political arena and bureaucracy of the public service, with its delivery of services and multiple agendas that dealt with the client, the taxpayer.

Step Three of the Mentorship Program: Matching

Ms. Joe pointed out that caution permeated the launch of the mentorship program. She stated that the program and certainly the matching was expected to have a sufficient amount of structure built into it so as to deal with specific issues but yet be "loose enough" because of it being a forced match. The structure she referred to was matching the protégés to mentors based on needs and strengths. The flexibility component or "looseness" specifically dealt with the notion of matching two individuals yet putting contingencies into action that allowed for re-arrangement if and when matches did not work. Ms. Joe emphasized that the Selection Review Board, which was responsible for assigning individuals to each match, took the individuals' personalities as well as their ability to relate to one another into consideration. Ms. Williams stated that the primary criterion used in the matching process was that of matching perceived participant weaknesses to perceived mentor strengths. Because of the importance of mentor selection and matching to overall program success six months transpired before completion occurred.

An initial expectation of the program was that the mentorship program begin with twenty-five engineered matches but it fell short of this goal by six. This resulted from determining only nineteen protégés although more than this number of mentors qualified. Ms. Williams stated that initially there were seventy-one mentor nominees of which forty-six attended the introductory session and twenty-plus registered in the program. Fifty-eight protégés attended the information session, of which twenty-one requested additional information regarding the program. Immediate attrition took place following the initial matching step due to individuals being appointed to international assignments and/or promotion. According to Ms. Joe, all of the initial mentorship relationships established in 1990 remained as of March of 1992.

Step Four of the Mentorship Program: Orientation Phase

Ms. Williams stated that step four of the mentorship program was the one-half day "Orientation Phase." She mentioned that busy protégé and mentor schedules dictated the time afforded to this activity and that additional time would have been beneficial. After matching occurred, the protégés and their mentors attended an orientation session that again familiarized them with the concept of mentorship and, the role played by the mentor and protégé. Discussion of anticipated issues and plausible avenues of resolution known to occur within mentoring relationships also took place. In conjunction with these discussions were talks that centered on each mentor's and protégé's personal management style. The stimuli for this discussion were responses to ten questions generated by the Personnel Administration Office. The orientation phase culminated with requesting each matched pair to discuss, and agree upon the joint goals, objectives, and activities they wished to establish within their mentoring agreements. These activities included developing a meeting schedule, deciding how they would get to know each other, assisting senior management women in their anticipated areas of required expertise, and separation and/or redefinition activities intended to be evaluative in nature. These latter activities served to determine whether the initially agreed upon joint objectives had been met or should be revisited and in doing so afforded each relationship the opportunity to continue or be dissolved. These activities incorporated milestone dates for progress evaluation.

Step Five of the Mentorship Program: The Career Enhancement Workshop for Senior Management Women

Only protégés attended this workshop. The Personnel Administration Office felt that the protégés, while in their mentorship relationships, would benefit from obtaining information about career planning. The aim of this workshop was to identify the protégés' career goals, actions required of them to get there, and information as to how they might incorporate this information into their mentorship relationships. Ms. Williams mentioned that one of the most widely appreciated activities of this step of the implementation process was the hiring of external executive search consultants to walk each participant through a simulated and taped executive interview. This tape became the source for discussion during a supplementary session expected to enhance protégés' interview response skills.

Step Six of the Mentorship Program: Assistance Support Stage

The sixth step of the implementation process, the Assistance Support stage, dealt with supplying centralized departmental support to protégés. Step Six began with a telephone survey to determine whether mentors and protégés had met, and to determine the general state of each relationship. The latter determination allowed the program coordinator, Ms. Williams, to troubleshoot any areas of difficulty or concern. Ms. Williams reported no major problems brought to her attention but that she had dealt with a number of issues i.e., facilitating mentor/protégé communications when clerical staff had intercepted a protégé's communication. Another segment of this step was the bringing together of the mentors and the protégés as a large group and again as separate groups. At these separate meetings, each group shared their experiences, thoughts, and concerns. The objective of this exercise was to establish a networking array for each participating group. The mid-point program evaluation uncovered that program participants desired additional activities. In response to this request, the Personnel Administration Office facilitated presentations by outside speakers.

Program Evaluation

An initial program evaluation, for the first six-month period of the program, took place in June of 1991. Interim Growth Monitoring Reports or responses to the Program Co-ordinator's inquiries, throughout the initial year of the program acted as the basis for adjusting the existent program. The final program evaluation took place at the one-year mark, which was January of 1992. This evaluation marked the conclusion of Ms. Williams's involvement with the matched pairs.

Program Issues

Ms. Williams mentioned that as each step of the mentorship process began specific issues arose that led to meaningful changes in the program. One of the most substantial changes dealt with the selection and matching process. Initially, selection of a finite number of mentors and participants occurred. A suggestion by participants indicated that an identification system be initiated whereby protégés would be identified if it were felt that they would specifically benefit from a mentorship relationship. A further suggestion was the implementation of this avenue if the more traditional methods of training and development proved to be insufficient or inappropriate. Once protégé needs identification took place, mentor solicitation occurred based on their ability to meet that person's needs. This would take place in a less formal manner. An additional suggestion was the possibility of allowing protégés the opportunity to identify individuals with whom they would like to work in a mentorship relationship. Ms. Williams suggested that her department believed this action would increase the satisfaction level experienced within the matches. In general, the department was prescribing a more flexible attitude to the process.

Another issue revolved around the expected role of the immediate supervisor of the protégé. Ms. Joe stated that the program and specific role players had received the sanctioning of the power structure but the expected role to be played by the immediate supervisor was somewhat nebulous. Ms. Joe stated that if the program took place at lower levels within the organization difficulties could arise if this situation was not resolved. As the program now stood the levels which the mentors and protégés occupied allowed them to conduct their meetings at lunch or at breakfast meetings. This was not necessarily possible at lower levels within the organization. Ms. Joe suggested that greater efforts would be required to familiarize and educate immediate supervisors as the program moved to the department level: particularly, if program commitment was expected.

By March of 1992, the mentorship program was no longer under central control and many of the larger departments had adopted its operation as an internal program. Departmental Co-ordinators became responsible for the facilitation of the intra-departmental mentorship programs. This decentralization of program control resulted in the Personnel Administration

Office assuming a different posture; more of an assistance role and to act as a host to seven smaller departments, which were too small to host mentors from within their own ranks and wished to establish the program intra-departmentally. In the latter scenario, the Personnel Administration Office facilitated the provision of cross-jurisdictional mentors.

Role of the Program Coordinator

Ms. Williams' role of program coordinator was a subsidiary duty to her overall portfolio of overseeing various employment equity initiatives. She perceived her job to be one of conducting research, keeping abreast of the equity programs, and administering the requirements of the mentorship program. In this latter role, she sensed herself as being an overseer from the central perspective. This meant: being responsible for facilitating all administration specific to the program, sending out required information to program participants, conducting evaluations inherent to the program, organizing group meetings, acting as an information source to participants, and troubleshooting where appropriate. Ms. Williams commented that during her tenure as program coordinator she had not troubleshot any major problems. She emphasized however, that this did not mean that problems were nonexistent but only that she was unaware of any prior to assuming her role as coordinator in 1990.

Interview Responses of Provincial Government Mentorship Program Participants

The interviewees in this field study group included Ms. Joe, the Executive Director of a division of a Personnel Administration Office; Ms. Williams, the Program Coordinator of the Mentorship Program; two female protégés; and one male and one female mentor.

Operational Definitions of Mentorship

The Executive Director, Ms. Joe, found it difficult to specify a singular definition of mentorship. She accepted the classical definition of mentorship, at its most rudimentary level, as being a preparatory interactive exercise between a junior and senior member of the organization but suggested that mentorship was more a philosophy rather than a singular process. Ms. Joe believed that by reducing mentorship to a singular specific role, such as coach or guide, diminished or shortchanged its actual and total value. She felt that classical definitions were too narrow and that what really happened was a type of role metamorphosis as the relationship evolved. Ms. Joe believed that the mentor/protégé relationship should be natural, evolutionary, and based on the needs of the protégé and the abilities of the mentor. Mentorship is that naturally occurring relationship which takes place with the sharing of these skills. She further perceived mentorship not to be a singular training response to succession planning but rather a subset of the more global aspect of human resources or work force planning. She also felt that mentorship was an integral part of work force planning but not any more so than staff exchanges, secondment, temporary promotions, or lateral moves.

The Program Coordinator, Ms. Williams, had a more specific definition of mentorship than did Ms. Joe. She perceived mentorship to be a one-on-one relationship between the protégé and an admired individual, respected as a person, and tenured employee within the organization. She also comprehended mentorship as being a complex phenomenon intended to assist, guide, and coach the person with less career experience. Ms. Williams perceived mentorship's complexity requiring treatment in the same fashion as other developmental initiatives. She perceived other developmental initiatives to be linear in nature: needs identified, training given, and results achieved. Ms. Williams felt mentorship to be different as it involved discussions, activities, role modeling, coaching, and counseling. The very nature of sharing intense personal experiences, within a relationship, made it complex and non-linear.

The two mentors interviewed perceived mentorship dissimilarly. The male mentor comprehended mentorship to be an opportunity for a junior manager to work with a senior manager and thereby deal with management issues. He also saw it as being a yearlong opportunity to "groom" a colleague for upcoming managerial opportunities. The female mentor defined mentorship as being synonymous with role modeling. She perceived the mentor's role as being one where the mentor's expertise in handling work situations, developing work related scenarios, disclosures of personal and career growth, etc., was passed on to the protégé to enhance their development.

Both protégés agreed in their perception of mentorship. Each protégé understood mentorship to be a process whereby an individual "took another individual under their wing." This relationship occurred in a safe, non-threatening environment to make them aware of what occurs at higher levels in the organization and "guides" and "helps" them along with some career development and other decisions based on the mentor's experience. When questioned about their perception of what mentorship was, each protégé alluded to the informal nature of mentorship. One of the protégés stated that she had participated in both formal and informal mentorship relationships. The other protégé stated that she felt that the formal program initiated by the Personnel Administration Office meant to simulate what occurs in an informal relationship.

Characteristics of Effective Mentors

The Executive Director mentioned that she perceived effective mentors to exhibit the following characteristics:

- effective mentors are tremendously good listeners,
- effective mentors are people who are perceived to be a "real human beings," (Ms. Joe perceived a good mentor to be someone who, "is humble and yet when one looks at that individual you would know he/she was very credible and a sound person who had achieved what they had through bonafide means, not only in the organization but in life.... It would be a real pleasure to be in the audience of that person.")
- effective mentors are individuals who have depth and breadth of experience,
- effective mentors are individuals who are leaders, (Someone people wish to follow and to emulate. The protégé would want to emulate largely that individual's character and his/her abilities.)
- effective mentors are individuals who are respectable, and
- effective mentors are individuals who exhibit a sound value and belief system. (Ms. Joe felt that it was imperative that a sound value and belief system be exhibited by the mentor and that these same values and beliefs be shared by the protégé so that a relationship predicated upon respect could be established.)

Ms. Joe presented herself as an introspective and intelligent individual who gave much prior thought to her answers. She made an insightful observation to conclude discussion on this portion of the interview by stating that she viewed the mentorship relationship to be an example of the "self-fulfilling prophesy." Ms. Joe's comment of, "I really believe you can and if I give you all my energies to help you achieve, you will" illustrated her belief.

Ms. Williams, the Program Coordinator, was somewhat reluctant to answer this question. She stated that she was uncomfortable addressing this question in that she had never been personally involved with a mentor. Upon reflection, she based her response on communications, observations, and dealings with individuals she perceived to be involved in positive relationships. Within this context, she regarded effective mentors as:

- individuals who are able to meet their protégé's personal and job related needs,
- individuals who perceive that their protégés have potential,
- individuals who are supportive,
- individuals who are good coaches, and
- individuals who deal with ambiguity well and subsequently work towards establishing specific objectives.

Very little congruence existed among mentor's comments regarding the characteristics of effective mentors. Both agreed that a mentor should have an established expertise in a specific area. Beyond this, the male mentor stated that a good mentor should be a good teacher, able to supply insight, supportive, a good role model, a good motivator, and able to convey a sound understanding of management philosophy. The female mentor asserted that a mentor should be: a good listener, able to openly share his/her successes and failures, a futuristic thinker, open-minded, non-threatening, and flexible in that he/she will view issues from different perspectives.

The female protégés believed effective mentors to possess the following characteristics:

- mentors should be open and willing to share their accrued wisdom with their protégés,
- mentors must be able to be trusted,
- mentors should have a working knowledge of the politics of the organization,
- mentors should possess common sense,
- mentors should be influential and highly regarded in the organization and among their peers,
- mentors should be caring individuals and not over bearing,
- mentors should be perceptive,
- mentors should be willing to spend time with their protégés,
- mentors should possess high degrees of expertise in the field,
- mentors should be cognizant of their role in the organization,

- mentors should be likeable,
- mentors should possess a strong sense of self and career direction,
- mentors should be flexible,
- mentors should be non-judgmental,
- mentors should be good teachers,
- mentors should be good listeners, and
- mentors should be willing to learn about their protégés.

Selection of Mentors and Protégés

The Executive Director and Program Coordinator's comments corroborated one another regarding the selection procedure of protégés and mentors to the program.

Neither mentor was sure of the process that resulted in their selection to act as mentors. Both however, were aware that some process was involved, the process included their volunteering and that the Personnel Administration Office facilitated final selection. Neither was aware, however, of what the criteria were in their selection.

Both interviewed protégés responded that their selection occurred through an application process. One protégé mentioned that she had been the only applicant from her department and that this probably had been the greatest stimulus to her selection. This protégé also stated that when she had discussed the possibility of applying with other potential applicants they mentioned that they perceived the exercise to be a waste of time. The remaining protégé was very knowledgeable with reference to the selection process and was able to describe each of the steps involved in the selection process.

Matching of Mentors and Protégés

Ms. Joe and Ms. Williams responded to the question of how matching occurred in the program in the same way. Each described the process by which matching had been put into play from the organization's perspective. Both of the mentors responded that they had filled out a profile on themselves which identified their backgrounds, areas of interest, and career goals and that the Personnel Department used this information to match them to protégés. The protégés reported essentially the same thing. Stakeholders received information about what was expected and did transpire throughout the process.

Mentor and Protégé Goal Setting

Both protégés stated that they had set specific goals for themselves within their mentorship relationships. Both agreed that they expected exposure to other areas or departments within government. The exposure however, fulfilled a different need in each protégé. In one individual, this exposure was to fulfill the expectation of expanding her knowledge base regarding other departments while in the other this exposure was to determine whether or not she would continue long term in the field of public service. This latter individual only suggested this one goal as being of interest to her. The former protégé stated the additional goals of being exposed to a specific area of interest to her, enhancing her perspective on assuming an upper management position, being introduced to influential people within higher levels of government, and being introduced to individuals at her level of government but with different areas of expertise.

Each of the mentors set three individual goals for themselves while in their mentorship relationships. The male mentor stated that his goals were to share as much of his experience with his protégé as possible, introduce her into his career network, and to introduce her to as many people as he could who were in government and who he respected and perceived to be effective managers. The female mentor was more self-serving in the creation of her goals. She stated that she was new to the province herself and therefore saw participation in the mentorship program as an opportunity to learn more about a different department within the provincial government as well as to learn more about the people and politics of the province. She also stated that she set helping her protégé achieve her goals, and acting as a sounding board as additional goals. The mentors also stated that they had not set any specific goals for their protégés.

Concerns Arising Throughout the Formal Mentorship Year

The protégés reported that none of the concerns that arose throughout the formal mentorship year dealt with their matched mentor/protégé relationships. Both protégés discussed personal and job related issues with their mentors. With respect to the job-related issues, there was some congruency in both relationships in that they discussed career development, political issues, and informal organization politics were concerns. One of the relationships dealt with two additional concerns: relationships between departments and employee wellness. A friendship was cultivated within the male mentor-female protégé relationship and personal issues were discussed such as family, personal hopes and aspirations, as well as personal difficulties associated with their careers. The second relationship, between the two females, coincidentally began with a previous social knowledge of one another. The protégé in this relationship stated that they had discussed family related issues with one another and anecdotally mentioned that "women tend to do those kinds of things" regarding their mutual personal/professional career/ life balance demands.

Both mentors stated that their relationships primarily dealt with job related concerns of the protégés. In the male-female relationship, the mentor stated that his counsel dealt with the areas of motivating staff and establishing an individualized philosophical approach to management. He stated that his counsel did not extend to any personal issues beyond the job scenario. The protégés in both relationships were experiencing difficulty with their immediate supervisors due to incongruent management philosophies. Discussions in the male-female relationship dealt with establishing coping-skills in the protégé while the second extended beyond this into counseling the protégé in the area of seeking alternative job opportunities. This latter scenario resulted in the protégé taking a leave of absence. The mentor and protégé then dealt with the concerns that arouse from this situation: outside counseling, stress, anxiety, career crises, and social support. The mentor in this relationship felt that their positive, trusting relationship resulted in her protégé having someone she could speak to about the personal issues that stemmed from job related situations.

The Executive Director stated that she had received information of some specific problems within mentor/protégé relationships that stemmed from personality incongruencies of the participants. She stated that these differences were irreconcilable and resulted in the termination of the relationships concerned. Program facilitators offered the affected individuals, mentors as well as protégés, a re-match opportunity to other individuals. They declined and decided to opt out of the program. She suspected the stimulus of the difficulties to stem from non-job related issues.

Mentor and Protégé Roles within the Relationship

Each protégé perceived their role within the mentorship relationship slightly differently. The protégé matched to a male mentor had trouble describing her role and initially described her role in terms of what she was not. She stated that she was not an equal, nor a subordinate, and definitely not as important. She then decided that the best way to describe her role was that of being an advisee. She went on to say that she also perceived herself as being her mentor's friend and therefore, one half of a good relationship. The remaining protégé saw herself as being a student within her relationship and therefore was there to learn as much as she could from a person who had more experience than she did.

Both mentors stated that there were a number of roles, which they played throughout their relationships. Both agreed that they played the role of role model but in different ways. The male mentor stated that he modeled the role of an effective manager while the female was adamant that it was imperative to not only model effective management skills but model her "femininity" as well. She stated that she prided herself on maintaining her femininity as a senior manager and therefore staying true to her values without compromise in a generally male organization. The male mentor also saw himself acting as a teacher, motivator, and supporter. The female mentor found herself dealing with an individual caught up in a leave of absence and therefore found herself acting as a strategist, advisor, and a sounding board.

Mentor and Protégé Orientation

Both the protégés and mentors agreed that the Personnel Administration Office had provided little orientation after matching had taken place. All stated that the mentors and protégés came together at a meeting to be acquainted, develop initial goals, and to establish plans and strategies for their individual sessions. From this point, all suggested that it was their responsibility to establish meeting schedules to facilitate the mentoring process.

Arising Gender Issues

One of the protégés was matched to a male mentor the other to a female. Neither experienced any gender dependent difficulties with their mentors. Both responded that they believed that cross-gender matches would not have caused them any difficulties. Both were quick to add, however, that cross-gender matches would cause some of their female colleagues concerns and possibly difficulties.

Both male and female mentors agreed that they had not experienced any difficulties due to gender within their relationships. The male mentor stated that this might have resulted from his actively discovering more about the difficulties that could arise within relationships because of cross-gender matches. The female mentor, although paired to a female protégé, was quite adamant about pairing females to other females in formal mentorship programs. She stated that it was important for women to have women mentors as role models because she felt women approach issues and problem solve differently than men. She further stated that she had seen too many women throw away their femininity and buy into how males conduct themselves in business even to how they dress in order to climb the corporate ladder. She was emphatic that women bring something special, particularly in leadership style, to the organization and that this "specialness" should be nurtured. She posited that when women attempt to become members of the "old boy's club" they become hard and not true to themselves. She perceived that this was in fact the case in this provincial government organization. She went on to say that she believed that men are more comfortable with power than women because they have had more experience in dealing with it. Women promoted to comparable positions are unaccustomed to power and find it overwhelming and very isolating because so few women have or currently occupy these positions, Mentorship programs that pair female protégés to female mentors, would go far to address and alleviate this situation.

The Program Co-ordinator stated that none of the mentors or protégés brought gender-based issues to her attention. She stated that there could have been the perception on the part of participants that the process was somewhat of a dating service because of the use of personal profiles and computer analysis but that this did not occur. Ms. Williams also stated that she perceived the relationships of same-sex pairs to be different from cross-gender pairs. She did not attach a value to these pairings but had perceived differences to exist between them. Ms. Williams reported that she believed women found it easier to cultivate working friendships with other women because there was no romantic speculation attached to the relationship by either partner or outsiders. Ms. Williams stated that women in cross-gender matching needed to be particularly cautious in keeping their relationships professional and wary when entering the realm of the personal.

Benefits Accrued Through Participation in the Mentorship Program

Both of the protégés interviewed concurred that they had experienced benefits from their participation in the mentorship program. There was consensus among both protégés that participation afforded them the opportunity to widen their career networks. In one case this resulted in the perception that she was able to do things better while in the other it allowed the protégé to attain her primary goal which was to determine whether or not she would remain within the public sector for the foreseeable future. In this latter case the protégé's mentor was a high ranking department official who was able to introduce her to other high-ranking managers as well as to individuals who had traveled the same career path she wished to take. These introductions culminated in the protégé's secondment to a different government department. In the former case, the protégé stated that she had experienced additional benefits that she attributed to participation, including a more global perspective of what was going on within the organization, becoming more politically astute, obtaining useful career advise, a wider knowledge base regarding issues, an increases comfort zone meeting high ranking officials, and an increased confidence level which allowed her to assume more difficult tasks.

The Program Co-ordinator reported that protégés had discussed with her the benefits they had accrued through participating in the program. Ms. Williams reported the common benefits to be protégés experiencing a more global view of the organization, more clarity of current management issues, a greater understanding of the political make-up of the organization and therefore, who the power brokers were, as well as being introduced to future employment possibilities within the organization.

The two mentors spoke about the benefits of participation on two planes: benefits to the protégé and benefits to themselves. The male mentor concurred with the protégés in that he perceived protégé participation resulted in establishing wider networks and in doing so being able to share ideas and creativity with others. He perceived his personal benefits to be the gaining of a new friend and a new outlook on gender issues within organizations. The female mentor, new to the province and job, was mentoring an individual at career risk. She saw the benefit of participation to her protégé as being the opportunity to engage in a trusting relationship that validated, by another female, her vulnerabilities, ethics, and approaches. This mentor perceived her personal benefits as: acquiring more knowledge and understanding through her protégé about the province and government, learning to be more analytical and disciplined when examining issues, gaining an acquaintance to personally share with, being able to give of herself more, and to be a better mentor if called upon again. She stated that during her next mentoring opportunity she would challenge her protégé to become more of a risk taker.

Ms. Williams stated that mentors had reported that they had experienced benefits from participating in the program. She reported that the most common benefits expressed were; positive feelings of giving something back to the organization, being able to discuss management leadership issues with someone, being able to share perspectives with someone, and being able to reflect on their own current practices, as well as being part of a new program which could conceivably contribute to greater success within the public service sector.

Difficulties Occurring Specific to the Relationship

Both protégés reported that neither had experienced any difficulties with their mentors specific to their relationships. Both did relate however, that they encountered one common difficulty, which was not having enough time to spend with their mentor. In one case the protégé brought this up with her mentor, it was discussed and they deciding to have lunch with one another more often, thereby rectifying the problem. In the other scenario, the mentor was a high ranking official and spent much time out of province. This resulted in the protégé being unable to spend what she considered to be a sufficient amount of time with her mentor. A compromise resulted in that the mentor allowed the protégé to contact her by telephone when the need arose. The protégé reported that she did not find this adequate in that she was unable to contact the mentor when she was out of province.

The male mentor stated that he did not perceive any difficulties to exist within his relationship. He attributed this to sharing a similar ideology and value system with his protégé. The female mentor, mentoring a protégé at career risk, stated that she had experienced one primary difficulty, which stemmed from the perceived protégé's procrastination in deciding upon her career future. The mentor suggested that she might have been too impatient with her protégé in that she was embroiled in a life-affecting situation and as a mentor, she may have not respected the protégé's situation to the fullest. In further discussion, this mentor stated that she had not experienced any problems with spending what she considered enough time with her protégé. She did mention, however, that she had heard from other mentors that spending the appropriate amount of time with protégés to facilitate protégé need and growth had caused considerable anxiety.

Mentor and Protégé Recommendations for Change

The protégés stated that given the opportunity they would change very little of the program. Both protégés agreed that they had enjoyed the two sessions when all the mentors and protégés came together and learned from one another through sharing and discussion. Further, both stated that they believed that the program should offer two or more additional group sessions because the two they had were so productive. One of the protégés stated that she sensed that these sessions nurtured the relationships and maintained that more would serve to establish even stronger relational ties. This same protégé stated that a change could occur in the positional distance between protégés and mentors. The program had set a distance of two levels between the mentors and protégés, whereas she felt that a distance of one level would be sufficient. She perceived more of an opportunity for motivation towards upward mobility and more accessibility to female mentors one level above her rather than two.

The male mentor stated that he could not think of any changes that he would make to the program. The female mentor shared the perspective voiced by the protégés that more meetings with all protégés and mentors present would be beneficial. It was also her opinion that such a setting would afford all participants the opportunity to discuss what was occurring within their mentoring relationships and subsequently prove to be educational to all. She further stated that not all mentors attended each of the meetings and attributed this to a lack of commitment on the part of these individuals. She concluded that possibly a screening process to weed out those individuals who were not authentically interested and committed to fulfilling the role of mentor would be appropriate.

Support Received Beyond that of Their Partner's

Both protégés reported that they had received very little support beyond that supplied by their mentors. In both cases, the protégés stated that the only outside support they had received was the informal inquiry of the program co-ordinator to determine the state of their experiences and relationships with their mentors. Both stated that open lines of communication to Ms. Williams did exist if they were in need of assistance, but this did not occur as neither experienced such needs. One of the protégés also mentioned that she had been able to establish a support network within her own department. She went on to say that this avenue was open to all protégés but that they did not exercise this option.

Both mentors had difficulty focusing on anything other than what they had received during the preparatory portion of the program when asked to respond to what support they had received. The female mentor mentioned that she thought she had attended one or two structured events beyond the preparatory stage. The male mentor stated that he could not think of any other activity sponsored by the Personnel Administration Office beyond the preparatory stage. He did qualify this statement by stating that he felt confident in his role and that this confidence probably preempted his need for additional support. He did say however, that he had received support in facilitating developmental activities for his protégé from his personal network.

Recommended Changes to the Support Structure

Both protégés identified the same additional support that would have made their experience more positive. Both mentioned that they had met as a group of protégés only once or twice and agreed that this had not been sufficient. Both perceived that given more opportunities to meet they would have been able to create networks with their peers, share experiences and expertise, and obtain additional perspectives. One protégé mentioned that all protégés had been given the names and telephone numbers of their fellow protégés but suggested that it was highly unlikely that she or her colleagues would contact one another for support or assistance because their comfort levels with one another were minimal.

The mentors responded to this same question much differently. The male mentor stated that he could not think of any other support mechanism that would have enhanced his role as mentor other than those offered to him at the outset of the program. The female mentor described a number of varieties of support that she would have appreciated and suggested that the most important of these would have been additional group development exercises for all participants. She specifically mentioned that she would have preferred receiving additional training in the area of being an effective mentor and would have also appreciated personal contact with members of the personnel department. Her comments were unclear regarding whether members of the personnel department had not contacted her or that she preferred more contact. In either case, her point was that she would have appreciated the opportunity to sit down with a representative of the personnel department and discuss, off the record, her feelings and experiences. She stated that it was imperative for her to have time to think, meet face to face, and then share.

Facilitation of Relationships

Both protégés identified the means by which they and their mentors facilitated their relationships. Each responded that they had adopted the direction set out by the personnel department during the introductory mentor/protege meeting and had established meeting schedules. In one instance, the mentor and protégé had determined that the original schedule was inadequate and moved towards meeting more often, during the lunch period. In the second case the mentor and protégé established a schedule of luncheon dates, twice per month, and assigned high priority to them. The protégé stated that they assigned such importance to them that neither she nor her mentor would miss them "come hell or high water."

The male mentor stated that he and his protégé had established luncheon dates to address each partner's questions or needs. He further stated that he had facilitated specific meetings for his protégé to enable her to meet with individuals who they both felt would widen her perspective or knowledge base. The male mentor described the role played by the telephone within the relationship as being very small and that he and his protégé rarely used the telephone to discuss matters germane to the relationship. The female mentor stated that she and her protégé met on a needs-be basis. In this case, either the protégé or mentor arranged meetings when one or both of the partners felt that there was a need to meet. She added however, that she wished that a more structured schedule had been established and that the telephone played a significant role and was used extensively. This mentor also afforded her protégé the opportunity to shadow her on at least two different occasions. The mentor reported that this experience seemed to be very meaningful for her protégé.

Occurrences of Dysfunctional Relationships

Neither protégé perceived their relationships to be dysfunctional but both protégés reported occasions when they felt that their relationships were not productive. One of the protégés reported that this had occurred at the beginning of her relationship with her mentor. She stated that she realized that most of her problems stemmed from the fact that she was not meeting with her mentor enough. Both partners met to resolve the problem and decided that luncheon meetings would allow them to meet more often. The second scenario was more complicated in that the mentor was a deputy minister and subsequently involved in many issues and projects. The protégé in this relationship noted that during the formal year of the relationship issues arose which precluded her from meeting with her mentor. She stated that this did influence their relationship but that she felt that a little of this mentor's time was more meaningful to her growth than more time from another. She also mentioned that when she was able to meet with her mentor she insured that she was prepared so as to make this time as productive as possible. This protégé was fortunate in that during this year another department seconded her. This secondment led her into an additional informal mentorship relationship with her new supervisor that proved to be extremely successful.

The mentors recounted that neither had experienced any feelings of their respective relationships being dysfunctional. The male mentor did mention however, that at one juncture he had experienced some discomfort that he attributed to not meeting with his protégé as much as he deemed necessary. He stated that this was resolved through discussion with his protégé and both deciding to meet more often.

The "Buy-Out" Clause

Protégés and mentors were cognizant of what a buy-out clause was and when its implementation should take place. All reported that members of the Personnel Administration Office, at the outset of the program, had explained it to them. Program participants did not discuss a buy-out clause at anytime either with their partners or with personnel of the Personnel Administration Office nor did they implement it.

Formal Completion of Relationships

All of the participants described what had occurred to their relationships at the completion of the formal one-year time expectation. None of the mentors or protégés stated that their relationships dissolved. Each responded that by the end of the formal period they perceived their relationships as being redefined or in the process of being redefined, both formally and informally. One of the protégés stated that her mentor/protégé relationship had developed into a full-fledged friendship and was continuing, including the continuation of meetings on an informal basis. The remaining protégé stated that she perceived her relationship to have "kind of fizzled out" because her match to a high-ranking official did not afford enough time for her needs. This did not preclude the protégé from using the telephone to discuss pertinent issues but did lessen the number of face to face encounters. This protégé chose to continue in the arrangement because of the value that she placed on a match to this individual. The protégé and mentor within this relationship had not formally redefined their continued expectations of the relationship but intended to do so. This protégé was seconded to a new position during the mentorship program year and subsequently established an informal mentorship relationship with her immediate supervisor in the new department. She reported that this relationship was continuing to grow and develop. The male mentor stated that he perceived his relationship to have developed into a friendship with his protégé and that he was expecting the relationship to continue. The female mentor stated that she and her protégé had not been in contact for a lengthy period because her protégé was on leave and at home. She went on to state that her relationship had not dissolved but was difficult to nurture given the situation. She also stated that she felt that the relationship had developed into a peer relationship by the completion of the formal segment.

Ms Williams reported that there were indications that the general intensity of relationships had dropped off after the completion of the formal year of the program. She reported that this had occurred in varying degrees, from pairs no longer meeting to others continuing with the same intensity they had established throughout the formal portion of the program. Ms. Williams estimated that one half of the matches continued to be operational and that this number was not indicative of the effectiveness of the program. She mentioned that a number of participants had gone on to different postings and that this created difficulties in maintaining any relationship.

Conclusion

This chapter describes the formal mentorship program established in a Western Canadian Provincial government by its Personnel Administration Office. Of the three organizations studied, this one implemented the most structured mentorship program. The mentorship program's creation and implementation resulted from an initiative constructed in response to a quantifiable need discovered in 1980. The mentorship program evolved from this initiative into a highly supportive mechanism that extended beyond its initial target group of women to one that is extensively used by all members of provincial government departments as a developmental strategy. Responses of all participants indicate that the mentorship program met its objectives and was highly successful.

An informal discussion with a provincial government department deputy minister during May of 1997 addressed the current state of the program. Discussions focused on whether departmental mentorship had continued as per the plan set out by Ms. Joe. His response was that mentoring was the responsibility of each individual department and that it was actively continuing.

CHAPTER SIX

SUMMARY OF FIELD STUDY DATA: FIELD STUDY GROUP 3

A Large Urban Western Canadian School District

Demographics of the School District

School District Y, one of the four largest districts in a western Canadian province, was the subject of the third field study. At the time data was gathered (March 1992), the district's enrolment was 30,847 students (Table 1). It maintained an average annual enrolment of 31,013 students, in grades one to twelve, between the years of 1990 to 1997. Between the years of 1990 and 1997, the district experienced an average annual growth in enrolment of 1.74% or 519.5 students/year (Table 1). During this same timeframe, the average annual school based student/teacher ratio was 19.3825 to 1 and the total student/staff ratio in the district was 18.73 to 1 (Table 1).

Table 1

1990 – 1997 Annual Enrolment, Growth Rate, and Student/Staff Ratio in School District "Y"

Year	Enrolment	Change	% Change	School Based	Total District
1997	32,377	+759	+2.40%	19.24	18.84
1996	31,618	+188	+0.60%	19.50	19.13
1995	31,430	+117	+0.37%	19.52	19.09
1994	31,313	-204	-0.65%	19.99	19.28
1993	31,517	+670	+2.17%	19.51	18.90
1992	30,847	+923	+3.08%	19.30	18.40
1991	29,924	+847	+2.91%	19.00	18.10
1990	29,077	+856	+3.03%	19.00	18.10

From 1990 to 1997, inclusively, District Y employed an average annual full-time teaching force of 1684.225 F.T.E. (Full-Time Teaching Equivalents) (Table 2). This same time period saw an annual average increase in the Full-Time Teaching Equivalents of 1.05%/year. The average age of certified staff in 1992 was 41 years of age (Table 3). Principals and assistant principals were included in this statistic. The average age of these two groups was 48 years of age, a mean considerably higher than the remainder of the certified teaching staff. In 1992, District Y operated 83 schools administered by 83 principals and 105 assistant principals (Table 4).

Table 2 illustrates the total number of certified staff within the district between the years of 1990 through 1997.

Table 2

1990 – 1997 Total Certified Staff in School District "Y"

Year	Total Full-Time Equivalents	% Change
1997	1,718.0	+3.90%
1996	1,653.0	+0.44%
1995	1,646.2	+1.25%
1994	1,625.9	-5.80%
1993	1,726.1	-0.06%
1992	1,725.0	+0.86%
1991	1,710.3	+2.46%
1990	1,669.3	+5.35%

Table 3 describes the average age of district staff between the years of 1990 through 1997.

Table 3

1990 – 1997 Average Age (in years) of Various Staff Groups in School District "Y"

Year	All Staff	Certified	Support	Maintenance
1997	41	39	43	45
1996	40	38	42	44
1995	41	39	43	43
1994	40	39	42	42
1993	40	39	42	42
1992	42	41	43	43
1991	42	41	43	43
1990	42	41	42	45

Table 4 illustrates the number of schools that were operating within this district during the time period 1986 – 1997 as well as the corresponding number of school-based administrators that were responsible for those schools.

Table 4

1986 – 1997 School-Based Administrators in School District "Y"

Year	Number of Schools	Number of Principals	Number of Assistant Principals
1997 – 1998	84	84	103
1996 – 1997	82	82	101
1995 – 1996	82	82	100
1994 – 1995	82	82	104
1993 – 1994	85	85	108
1992 – 1993	85	85	105

Table 4

1986 – 1997 School-Based Administrators in School District "Y"(continued)

1991 – 1992	83	83	105
1990 - 1991	81	81	105
1989 – 1990	82	82	100
1988 – 1989	82	82	103
1987 – 1988	82	82	101
1986 – 1987	82	82	102

Table 5 illustrates the number of newly, annually appointed principals and assistant principals within the school district during the period 1986 – 1997.

Table 5

1986 – 1997 Number of Newly Appointed Principals and Assistant Principals in School District "Y"

Year	Number of Principals	%Turn Over of Principals	Number of Assistant Principals	%Turn Over of Assistant Principals
1996 – 1997	13	15.90%	22	21.80%
1995 – 1996	4	4.90%	9	9.00%
1994 – 1995	11	13.40%	15	14.40%
1993 – 1994	13	15.30%	30	27.80%
1992 – 1993	9	10.60%	15	14.30%
1991 – 1992	8	9.60%	14	13.30%
1990 – 1991	3	3.70%	12	11.40%
1989 – 1990	9	11.00%	9	9.00%
1988 – 1989	5	6.10%	18	17.50%
1987 – 1988	6	7.30%	10	9.90%
1986 – 1987	9	11.00%	14	13.70%
Average	8.18	9.89%	15.27	14.74%

Structure of the School District

Figure 4 describes the organizational structure of the third field study group, School District Y.

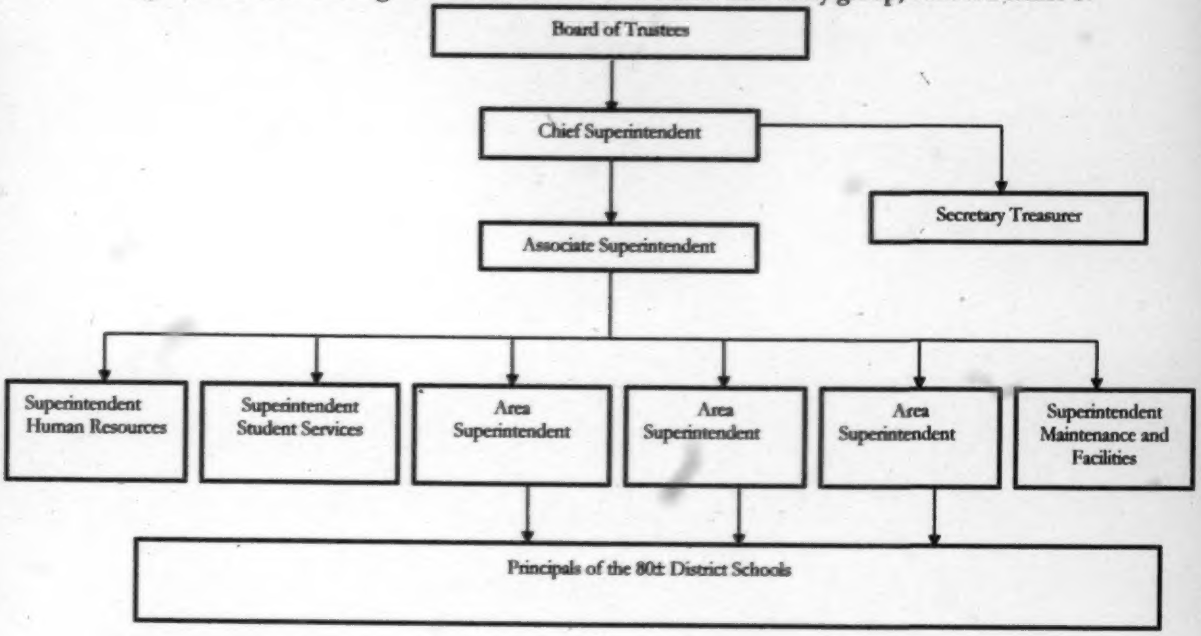
Board of Trustees
Chief Superintendent
Secretary Treasurer
Associate Superintendent
Superintendent Human Resources
Superintendent Student Services
Area Superintendent
Area Superintendent
Area Superintendent
Superintendent Maintenance and Facilities
Principals of the 80± District Schools

Figure 4. Administrative Organizational Structure of School District "Y" in March of 1992

Organizational Readiness

The Superintendent of School District Y, Dr. French[6], had fulfilled the role of chief superintendent for nine years at the time of this data collection. Before occupying this role, his responsibility was that of Superintendent of Student Services for the same jurisdiction. By March of 1992, his employment of 27 years with this jurisdiction had assumed a number of roles. Dr. French felt that the district was better positioned to undertake change and was more apt to embrace change than were other school jurisdictions (i.e. Organizational Readiness).

Dr. French identified three ways that the need for change was determined: by individuals in the field, by people within the senior administration group bringing attention to certain issues or needs that might impact the entire organization, and/or by trustees who identified a specific need. Dr. French stated that because of the size of the organization and its level of organizational maturity, communication to him of all needs did not occur and subordinates dealt with some issues. Essentially, Dr. French dealt with issues that required board endorsement, budgetary considerations, organizational structural change, or were global district impact items.

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[6] The Superintendent of Schools is the senior administrative position in the School District Y. Throughout the remainder of this thesis, the Superintendent of Schools for this school district is referred to as Dr. French.

Dr. French stated that two preliminary indicators or stimuli tended to provoke or effect change within the jurisdiction. In the first instance, change tended to occur as a response to the realization that future situations would require a different mode or method of operation within the district. In the second instance, change occurred when it was determined that day to day operations of the district were no longer as effective as they were previously and therefore demanded that change occur. In summary, change occurred as a response to forward looking thinking or as a response to crisis management.

Dr. French stated that most new curriculum programs established at the district level were in response to either of the two stimuli or to Provincial Department of Education demands or expectations. He stated that the genesis of new staff programs was primarily a result of the realization by district change agents that staff education and development was a powerful tool in organizational change. Dr. French contended that public education was entering a pivotal time in its history and that its focus was becoming more "Information Age" oriented. Dr. French perceived this to be a new locus that mandated that human and intellectual growth become more important development areas than ever before. Dr. French further contended that nurturing this philosophy would result in creating a general mindset conducive to readiness for change. He maintained that staff programs should be made up of both centralized and decentralized components and that the centralized function would enable the organization to deal with specific global issues and focus the entire district's movement in particular directions. The decentralized function would enable school staffs to respond to their own idiosyncratic needs. He voiced a concern with this construct and suggested that if it skewed too far in a decentralized direction it could result in chaos and individuals going in "a million different directions." He held a strong predisposition to a staff program model that maintained a strong central direction but had enough flexibility to allow for some diversity from that central direction.

Background of District Teacher Mentorship Program

Dr. French stated that the district teacher mentorship program was conceived within those philosophical parameters he had discussed. This program was initiated as a component of a larger program that was entitled the Beginning Teacher Support Team (B.E.S.T.) Program. The B.E.S.T. Program was conceived to address anticipated future needs of first year district teachers, address the day to day duties of teachers in a proactive way, have a highly centralized component, and be flexible at the school level. Dr. French stated that the primary reason the B.E.S.T. Program had been instituted within the school jurisdiction was that he, along with others within the organization, had perceived a need for the establishment of some form of support mechanism for beginning teachers. The Staff Development Officer later corroborated this position. In Dr. French's opinion, newly employed teachers were entering the profession ill prepared to face day to day operations and realities inherent to their jobs. Dr. French did not elaborate on who the other individuals within the organization were who shared his perceptions but did state that newly hired first year teachers agreed with this collective viewpoint. More specifically, he stated that newly employed teachers felt deficient in the areas of classroom management, student discipline, dealing with parents in difficult situations, and student evaluation and measurement. He stated that this aggregate perception was the primary stimulus for the gathering of a group of central office personnel to collectively work on establishing a vehicle whereby newly employed first year teachers would receive an orientation to the district prior to stepping through the classroom door.

From a more global perspective, Dr. French had recognized in 1986 that changes were beginning to take place in the teaching force of the district. He forecast that the district had entered a period of rapid growth and that the district was expecting an increased retirement rate. The district commonly hired between fifty and seventy new teachers per year at that time. With these factors in mind, Dr. French felt it imperative that the very best new teachers be hired and that the district afford them the opportunity to build their careers on a very strong foundation in pedagogy and in the area of knowledge of the culture of the district.

The orientation intended to convey to the first year teachers the values inherent to the district as well as to indicate future directions for the district. Further, Dr. French was adamant in his belief that it was immoral to send first year teachers into the classroom without proper preparation. He described this as being a "sink or swim" scenario because, in his perception, many new teachers had not had the opportunity to "swim" effectively before. He emphasized that the establishment of the first year teacher mentorship program was predicated upon the belief that pairing first year teachers with proven effective tenured teachers would result in a better chance of succeeding during the "rocky times" and function better within the profession they had chosen.

Implementation of the District Mentorship Program

Dr. French's primary contributory function to the B.E.S.T. program was to develop its conceptualization. He felt that the underlying premise of the program was a sound one. During the 1986 – 1987 school year, the district Human Resources Department assumed responsibility for developing an orientation program and subsequent mentorship program. The individual who assumed initial program coordinator status for the program was a Staffing Officer[7].

Miss Alexander stated that the B.E.S.T. Program had its origin in a previous district initiative. In 1982, four years prior to the piloting of the B.E.S.T. Program, the district had been in a teacher effectiveness-training program which had resulted in the questioning of a number of practices that were in place at that time. Miss Alexander stated that the way in which teachers were received into the district, the way in which things were done in schools, and the lack of district support teachers generally were afforded after being inserviced were the three main mental sets that came into question through the implementation of the teacher effectiveness training program. Miss Alexander came to appreciate that there was a distinct need for teachers to acquire more contact with other teachers and to receive more reinforcement for what they were doing. From these perceptions and in conjunction with research she had examined while developing the teacher effectiveness-training program, Miss Alexander felt that a mentorship program was a logical support mechanism to institute for new teachers. Miss Alexander worked with district employee groups in the area of staff development and perceived the strongest need to be experienced by newly employed first year teachers.

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[7] Throughout the remainder of this thesis, the initial program coordinator for the first year teacher mentorship program, a Staffing Officer for the district, will be referred to as Miss Alexander.

Miss Alexander requested district commitment, funding, and a staffing component from her immediate supervisor, the Superintendent of Human Resources. Subsequently, the Board identified this program as a new initiative and allocated funds for its creation in the spring of 1987. Miss Alexander stated that she could not have succeeded in the development of the program without the support of senior district administrators and was quick to commend the Chief Superintendent (Superintendent of Schools) and Associate Superintendent for their contributions.

During the period of January to June of 1987, Miss Alexander began developing the B.E.S.T. pilot program. During this timeframe Miss Alexander identified, met with, and questioned teachers new to the district as to what professional needs they perceived as being prevalent to them during their first year of employment. At this time of the development process the mentorship component was not established but discussed as a viable and valid additional element.

Miss Alexander followed the program quite closely during its second year, 1987 – 1988, and hired a Program Consultant.[8] Miss Alexander hired Mrs. Jacob on a half-time basis during this year and her time was devoted solely to the development and implementation of the B.E.S.T. Program. During this period, Miss Alexander and Mrs. Jacob began establishing a list of teachers who would qualify for membership in the program. Miss Alexander indicated that this task was not as clear as originally anticipated. Teachers new to the district included not only first year teachers but also teachers who were returning from leave after an extended hiatus raising their families and/or others that may have transferred to this district from another. They decided that the latter two groups should not be included in program membership as they were entering/re-entering the profession with a distinct experience base. The criteria established for a new or first year teacher was that the individual in question was hired directly out of university or had taught for no more than four months during the previous year. In parallel with the task of selecting the group of qualifying first year teachers, programs were organized and speakers arranged. These programs and speakers, or professional development activities resulted in response to the expressed needs voiced by those involved in the pilot year of the program. The mentorship component, or support strand of the program occurred at this time as well. A professional reading strand resulted from the generation and circulation of a newsletter and applicable professional texts. Furthermore, program organizers deemed a social strand as necessary and it was established. This area included the Opening Orientation Luncheon, Christmas Social, and Spring Get-Together. An additional activity, the B.E.S.T. Retreat, took place in conjunction with all the previously mentioned strands. Miss Alexander was unable to place it specifically into any of the previously mentioned strands because its merits and objectives permeated all strands. Finally, Miss Alexander stated that a school visitation strand ensued whereby Mrs. Jacob visited each new teacher three or four times. Miss Alexander stated that the establishment of the entire program with so many different fronts proved to be somewhat "tricky" as she perceived a number of affected groups trying to place roadblocks in front of the program's inception and implementation. For example, principals who did not really understand the program were somewhat resistant to it and some first year teachers themselves who were either uncommitted to the program or unfamiliar with making plans and consequently unable to attend inservices.

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[8] Mrs. Jacob, a Program Consultant, assumed primary responsibility for the first year teacher mentorship program during the 1987 – 1988 school year.

Both Miss Alexander and Mrs. Jacob corroborated the importance that ongoing evaluation played in the evolution of the B.E.S.T. Program and agreed that many changes had occurred. Program modifications predominantly occurred as a result of discussions at a year end department meeting attended by Miss Alexander and Mrs. Jacob. This meeting afforded Miss Alexander and Mrs. Jacob the opportunity to focus on written and verbal comments made to them during the year by all program participants. Based on this feedback specific activities, materials, topics, and speakers were dropped from the program and replaced by ones that were expected to be more productive. By the completion of the fourth year of the program, a finely honed and productive process surrounded the annual implementation of the B.E.S.T. Program.

Both Miss Alexander and Mrs. Jacob where asked to respond to what types of constraints existed that had the potential of bringing an end to the B.E.S.T. Program and its component mentorship program. Mrs. Jacob stated that the school system had been very generous to the program and that she believed this to be a tangible vote of confidence for the entire program and the objective of assisting first year teachers. She mentioned further that although the program had reached its objectives on an annual basis and was thereby deemed successful, annual budgetary realities strongly influenced her future placement. Miss Alexander corroborated this statement and stated that although the program was a success it and its accompanying funds were subject to scrutiny and discussion every year at budget time. She further commented that if after the completion of the process of budgetary need prioritization it was possible that the District might discontinue the program.

The annual implementation process was a multifaceted procedure. Mrs. Jacob began the process early in the spring to enable realization of the next school year's program. During the spring Mrs. Jacob provided program information to the school-based administrators which served to explain and describe the program to newly participating administrators as well as to inform those administrators who had participated earlier in the program of the changes that may have transpired since their last experience. At this time, Mrs. Jacob would identify teachers new to the district who qualified for program participation for the next school year. Although this exercise began in the spring, it continued until September of the subsequent school year because, while the brunt of the hiring of new teachers occurred during the spring, District hiring continued until Human Resources Personnel filled all school-based positions. Once identified, the teacher received literature about the mentorship program because early participation in the program was required. Newly hired teachers were not required, but strongly encouraged to participate in the B.E.S.T. Program and were assigned mentors. Mrs. Jacob also pointed out that the mentorship program was an integral component of the B.E.S.T. Program. She stated that by 1992 they had a 100% positive response on the part of the newly hired teachers to participating in both segments of the program. Miss Alexander hypothesized that this positive response was due to the proficient marketing of the program as well as the newly employed teachers' perception of the merits of the program. It may also be safe to assume that some of the newly employed teachers may have felt intimidated by the offer and that their reluctance to participate may have placed them in an unfavorable light with the authority figures of the organization.

A district expectation was that new teachers meet the principal of the school where they would be working in the fall as soon as placement took place. This meeting for most new teachers generally took place in the spring because most district hiring occurred during this segment of the school year. Principals received information germane to the new teacher's placement before the expected initial meeting took place and were encouraged to facilitate a pairing/matching between the new teacher and school-based mentor. Information forwarded to principals stated that the individual chosen should exhibit personality traits and characteristics perceived to be extant in high level mentors, be expert teachers, and teach at the same grade level and/or the same subject matter. The principal was cognizant of the new teacher's predictable lack of knowledge regarding staff in their newly assigned school and the expectation was that he/she consider who might best facilitate the mentor role. The principal was not expected to decide who the mentor was to be, but rather to ascertain who he or she thought would be most capable, among existent staff members. Matching was not always possible during the initial meeting between the principal and new teacher but certainly occurred prior to school beginning in the Fall. Program coordinators felt that by the fall new teachers would have had many opportunities to meet with members of their new staff and thereby bring closure to mentor selection. Mrs. Jacob stated that one of the most important aspects of this particular mentorship program was that the protégé made the final decision regarding who was to be his or her mentor and that the principal only acted as a guide in the decision.

Mrs. Jacob was emphatic about the importance of the role played by the school principals of each new teacher. She stated that it was crucial for her to inform principals regarding what their role expectations were and how critical they were to the success of the new teacher, both in the B.E.S.T. Program and during their first year of teaching.

During the spring of the year, and after the main segment of hiring had taken place, an orientation activity was organized for newly hired teachers. Some, but not all of the teachers had acquired a mentor for the upcoming school year by the time the orientation activity took place. The B.E.S.T. Program Co-ordinators encouraged those who had not acquired a mentor for the upcoming school year to complete this process as quickly as possible.

During the second week of the following September, an inservice was held for the mentors and principals participating in the B.E.S.T. Program. Mentorship was the primary topic of this inservice. Mentors and principals received information regarding how participant schools could apply the process of mentorship, and how mentorship pertained to the B.E.S.T. Program. The participating mentors and principals attended so that all heard the same message and mentors received the schedule for their series of professional development sessions at that same time. During the 1991 – 92 School Year the primary professional development focus was the activity of peer coaching. The logistics surrounding the professional development activity(ies) were also resolved at that time, for example, dealing with the question of supplying replacement teachers for mentors so that they could attend sessions during the school day.

An expectation of the program was that mentors would implement with their protégés subject matter they acquired at each inservice session. Furthermore, mentors were expected to visit the classrooms of their protégés and to apply what they had learned at their respective inservices. The program supplied replacement teachers for the mentors to allow this activity to occur. Subsequently, this exercise reversed to allow the protégé the opportunity to visit the mentor's classroom and view the mentor in action. A scheduled inservice took place after the reciprocated classroom visitations concluded. This inservice acted as a sharing forum whereby participants discussed perceptions and concerns among the entire cohort of mentors, protégés, and program co-ordinators. Mrs. Jacob stated that this inservice procedure occurred one more time prior to the December Christmas Reception. She also stated that some type of scheduled activity took place each month. Program coordinators felt that continuity was critical to the success of the program and that this resulted through holding regular meetings. These regularly held meetings did not always focus on professional development exercises but were also social in nature and advocated the sharing of experiences and ideas on a more informal basis.

Mrs. Jacob stated that the three or four visitations she and her fellow Program Consultant made to each mentor, protégé, and principal each year was an additional aspect of the program that was critical to its success. These visitations occurred on a timetable whereby each protégé, mentor, and principal was seen once during the fall, once during the period immediately following the Christmas Break, and once during the spring. Mrs. Jacob or her Program

Consultant colleague jointly met with the mentor and protégé of each partnership, and then with the school principal to discuss a number of topics. Topics discussed included how the B.E.S.T. Program was generally working, how each particular relationship was managing, and items specific to the progress of each beginning teacher.

Inter-classroom visitations generally but not exclusively took place between the mentors and the protégés within the same school. Mrs. Jacob mentioned that each mentor and protégé was allocated three half days to facilitate these inter-classroom visitations.

Volunteers from the group of mentors organized and spearheaded cluster groups. This entailed the division of the school district into six geographical areas and requesting mentors to act as leaders in organizing meetings with the protégés within each area. Mrs. Jacob was "astonished" that mentors were so generous with their time and that she was able to procure four mentors to act as key persons in each geographical area. Mrs. Jacob stated that the cluster groups had arisen from a collective wish of the beginning teachers for more opportunities to meet, to talk with one another, and to share resources. These meetings, unencumbered by school commitments, took place after school and on their own time. The initial January meeting was organizational in nature and used to establish the agendas for subsequent meetings: including what type of meetings to hold, were they to be formal or informal, were speakers to be brought in, and so on. A few of the groups decided to postpone subsequent meetings until later in the school year, specifically, the month of April while other groups felt otherwise and held meetings during the month of February. Those groups that decided to postpone their meetings did so due to school commitments, which commanded more of their free time. Mrs. Jacob purposefully stayed away from this initiatory meeting because of her strong feelings that ownership for method and purpose belonged to the protégés and mentors, but did attend subsequent meetings.

Mrs. Jacob and volunteers from the protégé and mentor groups organized a beginning teachers retreat for the spring of their first year of employment. This exercise facilitated additional professional development activities and offered time for reflective practice, socializing, and contemplation of the year to date.

The initial organization of the retreat had slated both groups of mentors and protégés to attend but this did not come to fruition. Many of the mentors had personal commitments such as families and spouses and thereby did not wish to participate in over-night retreats. Mrs. Jacob stated that if all mentors and protégés had attended the event close to 175 individuals would have participated. She also reported that 50 individuals made up of protégés, Central Office Personnel, and guest speakers generally participated in the annual retreat. Full-day replacement teachers supplied by the district released beginning teachers from their duties and enabled them to attend the retreat.

The year of formal participation in the B.E.S.T. Program and its component mentorship program concluded with the "Spring Get-Together." This activity had all the trappings of a graduation exercise. It generally took place during the latter part of May or the early part of June, and brought together all program co-ordinators, mentors, protégés, principals, senior administrators, and invited guests. The primary objective of this exercise was to celebrate the successes experienced by protégés, and to thank the individuals instrumental to their successes.

Objectives of the B.E.S.T. and its Component Mentorship Program

Miss Alexander stated that her primary tasks with respect to establishing the mentorship component for first year teachers in the B.E.S.T. Pilot Program, were to:

- orient and to invite new teachers in the school district to a new professional group known as professional educators,
- respond to some of the more prevalent professional development needs experienced by first year teachers,
- support first year teachers in what was perceived by the district to be their most difficult year as professionals,
- stimulate and accentuate the concept of "team building" at the school level, and
- educate new teachers in curricular and program areas that were idiosyncratic to this particular district.

Mrs. Jacob added the following to these objectives:

- to encourage beginning teachers to become self confident, and

- to become reflective about their professional development and personal growth as teachers.

Dr. French identified one additional objective that he became cognizant of after the first year of the program. He stated that the first year teachers who participated in the B.E.S.T. Program gained the opportunity to establish a support network among first year teachers. He felt that if first year teachers took advantage of this opportunity they might very well be capable of establishing relationships that could offer them support mechanisms throughout the length of their entire careers.

Role of the Program Coordinator

As the B.E.S.T. Program evolved so did its administrative structure. Miss Alexander was solely responsible for the program during its developmental stage. In the second year of the program, Miss Alexander remained closely involved with the program but there was a gradual shift in the locus of primary responsibility to Mrs. Jacob. Eventually, Mrs. Jacob assumed responsibility for the program in its entirety. Miss Alexander continued to remain in an "arm's length" supervisory capacity with respect to the program up to and including the time of data gathering in 1992. The change in personnel responsible for the program resulted in large part from the respect Miss Alexander held for Mrs. Jacob's abilities. Mrs. Jacob proved to be a very committed, capable, professional, and personable employee.

Mrs. Jacob, hired on a half time basis during the second year of the program, was responsible for setting up and implementing the B.E.S.T. Program Professional Development sessions, identifying qualified new teacher participants, ensuring that mentors were found and matched, and school visitations conducted. Mrs. Jacob went to participating schools and met with principals, mentors, and new teachers three or four times each per year. She was also responsible for designing and writing a monthly newsletter specific to the program and gathering and disseminating professional materials germane to the needs of the first year teachers and mentors. The role of program coordinator became so demanding that by the completion of the fourth year of the program an additional staff development consultant, whose areas of concern were in different areas of human resources, was asked to join Mrs. Jacob on the program team. This action resulted in two individuals becoming available to visit the seventy new teachers three and four times per year as well as initiating visits earlier in the school year.

Interview Responses of District Mentorship Program Participants

The interviewees in this field study group included Dr. French, the Chief Superintendent of the school district, Miss Alexander, the Staffing Officer and initiator of the B.E.S.T. Program, Mrs. Jacob, a Program Consultant, three male and two female mentors, and three female and two male beginning teacher protégés.

Operational Definitions of Mentorship

The Chief Superintendent stated that he was very comfortable proposing a definition of mentorship. Dr. French stated that he perceived the mentorship relationship to be not unlike that of the relationship that exists between a guide and an unknowing traveler in the wilderness. He continued that the new teacher, like the unknowing traveler, knows where he or she wants to go but does not really know how to get there. Dr. French suggested the mentor capable of offering the protégé suggestions that guide him/her in certain directions that would result in the beginning teacher meeting his/her objectives. He also maintained that he believed that participation in the mentorship process would help move the protégé from a neophyte to becoming a more self-assured teacher.

Miss Alexander was less singular in focus when asked to define the process of mentorship. She maintained that she viewed mentorship to be a many layered process that gravitated towards particular roles or tasks as the need arose. At times the mentor was a role model while at other times a trusted guide. She stated that the mentor/protégé relationship was analogous to walking in someone's shoes and then asking them to walk in yours.

Mrs. Jacob explained mentorship as an experienced professional sharing the wisdom of experience with a neophyte. She stated that it was imperative for the experienced professional to offer and not impose this wisdom.

One common thread permeated the responses of Dr. French, Miss Alexander, and Mrs. Jacob: the role of the mentor included acting as a guide during the protégé's first year of teaching.

No consensus existed among the five mentors regarding their definitions of mentorship. Two of the mentors, one female, and one male perceived mentorship to be a relationship or partnership analogous to a senior partner/junior partner relationship within the field of business. Both perceived the senior partner to be in the role of the teacher or advisor and thereby offer the wisdom accrued through his or her experiences to the junior partner. Both agreed that the primary goal of the relationship was to "get the rookie" through the first year. The remaining three mentors, one female and two males, believed mentorship to be more of a supportive role. Each asserted that the mentor should be a supportive guide: someone the protégé could always turn to and the term "sounding board" was commonly used. Two of the latter group of mentors extended their definition by adding that they felt that they expected the supportive role to develop into something more: one proclaimed it to be an unfolding into a friendship between colleagues while the other pictured it as being a caring bond.

Two of the female protégés agreed that mentorship was a partnership and/or friendship between two individuals whereby the protégé could look to his/her mentor for understanding and guidance when situations became stressful. The remaining female protégé perceived mentorship to be a partnership between two people working together, sharing ideas, and discussing thoughts. She gravitated towards a model of peer, collegial coaching rather than mentorship. Another protégé comprehended mentorship to be a three dimensional process whereby the mentor acted as a care-giver, the work relationship was permeated with a strong commitment to one another, and where the mentor acted as a strong role model for the protégé. The remaining protégé defined mentorship as being a situation where an experienced individual, who is willing to share his/her ideas, did so with someone less experienced than them. The latter protégé also mentioned that it was important to the mentor/protégé relationship that the mentor shared his/her ideas as alternative approaches rather than the "right way" to do things.

Characteristics of Effective Mentors

Dr. French identified the characteristics he perceived effective mentors to exhibit:

- mentors were generally extremely empathetic,

- they were experienced individuals in their specific field of endeavor and were highly competent,
- mentors tended to be proficient communicators,
- they were individuals who tended to reinforce and encourage others, particularly their protégés,
- mentors were individuals who showed a willingness to work and help others,
- mentors tended to be "positive people," and
- adept mentors are good teachers who exhibited a friendly disposition.

Miss Alexander, the District Staffing Officer and initial program coordinator, stated that she perceived accomplished mentors to exhibit remarkably strong interpersonal skills. Particularly, the following skills of:

- empathy,
- good listening,
- flexibility,
- not easily intimidated, and
- a trusting nature.

She also stated that adept mentors should be capable of being good teachers and personal guides. Miss Alexander perceived effective mentors to be individuals who were very capable problem solvers and people who dealt with ambiguity well.

Mrs. Jacob tended to view the characteristics of a proficient mentor through the eyes of a needy protégé. She stated that mentors should be completely confident in their own abilities and qualities. Further, she stated that accomplished mentors should:

- admire and respect the protégé,
- be encouraging,
- be strong advocates,
- be extremely supportive, and above all
- be loyal.

The mentors indicated numerous similarities regarding the characteristics perceived to be inherent in effective mentors. The most widely held mentors perception was that mentors should be willing to accept varying points of view in a nonjudgmental way, and in light of this to empower the protégé to independently make decisions and problem solve. Mentors perceived this action as enabling protégés to maximize their potential. The role played by the mentor in this exercise was that of a guide or an advisor who provided information from his or her experience base only when requested to do so. Two female and two male mentors agreed that a mentor should be a supportive individual: flexible, approachable, adaptable, empathetic, and compassionate. All three of the male mentors and one of the female mentors suggested that effective communication skills were imperative to a productive mentor and collectively, selected good listening as being the most important of these skills. Two male and one female mentor mentioned that adept mentors should be open to sharing as much knowledge and any accumulated resources that they may have. Two mentors, one male and one female, stated that the mentor must be committed and willing to spend time with the protégé. Individually, mentors mentioned a number of characteristics. A female mentor stated that she felt a proficient mentor should be highly professional, ethical, a good role model, and a creative problem solver. The second female mentor added being kind, having a sense of humor, being a skilled educator, and being capable of putting things in perspective to the list. One of the male mentors stated that he felt that a mentor should also be a caring individual.

A substantial number of the characteristics perceived by the mentors as being integral to their role were corroborated by the protégés. Two male and two female protégés stated that the mentor should be a good listener. Two protégés, both female, stated that being accessible to the protégé was a crucial aspect of being an effective mentor. These same two protégés also mentioned that the mentor should be an understanding person. Two of the five protégés, a male and a female, believed that a mentor should be a good teacher. Again, two protégés, both female, suggested that an adept mentor should be honest and capable of giving honest advice and comments. Some individual protégés identified characteristics in addition to those shared by protégés. One of the protégés, a female, stated that she felt that a mentor should be a friend, be capable of reassuring her, have a sense of humor, and have a sound knowledge base in her area of interest. Another female protégé said that she believed that a good mentor should be nonjudgmental, courteous, and patient. The third female protégé felt that a mentor should be approachable, open, and retain a high level of expertise in their field. One male protégé believed that the mentor should possess a strong character, have good rapport and popularity among staff within the organization, a positive outlook on his/her profession, the capability of reading the needs of the protégé and supply them with enough space, and the same sense of humor and character as the protégé. The remaining male protégé suggested that a productive mentor was willing to share his/her expertise, be empathetic, enthusiastic about their profession, capable of making the protégé feel good about themselves, and respected the protégé and his or her opinion.

Selection of Mentors and Protégés

Miss Alexander and Mrs. Jacob gave similar descriptions of the selection process. Both agreed that mentor selection occurred either by the school principal and/or by the protégé. Both also concurred that school principals had been directed to scrutinize their staff membership and "short-list" seasoned educators who they felt could offer the support required by the protégé and who also either taught at the same grade level or taught in the same subject area. The final selection of the mentor was then the responsibility of the individual protégé. They both indicated that being a protégé was "part and parcel" of having been hired to the district. Although Miss Alexander and Mrs. Jacob said that participation in the mentorship program was not mandatory, both agreed that participation in the B.E.S.T. Program was an expectation and that becoming a protégé in the mentorship program was strongly suggested.

Four of the five mentors, three male and one female, gave similar descriptions of the selection process to that of Mrs. Jacob and Miss Alexander. Two of the male mentors and one of the females stated that they had been selected by their protégés while the remaining male mentor stated that he had been selected by the school principal. The remaining female mentor, the school's assistant principal, stated that she had been asked to volunteer by her principal. This occurred because the school teaching staff size was quite small, they had a surprisingly large number of new teachers on staff that year, and therefore did not have enough non-administrative staff to act in the mentor capacity. This mentor did raise the question of whether or not administrators should assume the mentor role because school administrators evaluated first-year teachers. Three of the mentors, two male and one female, asserted that they had been selected by either the protégé or school principal because they either taught or had a history of teaching the same subject matter that the protégé was expected to teach. The remaining female mentor did not make any reference as to why she felt her protégé had selected her while the remaining male mentor stated that the protégé had selected him because they had cultivated a relationship over the summer and seemed to "hit it off" with one another.

All of the protégés, three female and two male, perceived themselves as having very little choice in participating either in the B.E.S.T. Program or the mentorship program. One of the female protégés stated that she thought she was required to participate in both programs while another described her participation as being expected but not mandated. The remaining female depicted her participation as not being optional and that the program was something that was "set up" for first-year teachers. The two male protégés perceived their participation as being part of the natural process of being new to the district and that participation was not mandated but the advantages of participation were pointed out and that there seemed to be an unwritten expectation to participate.

Matching of Mentors and Protégés

Dr. French commented on the way matching took place between mentors and protégés within the district program and responded that he was unaware of the specifics of the process but firmly believed that matching should take place between a protégé and an effective and competent mentor.

Mrs. Jacob's comments corroborated those of Miss Alexander when describing the matching process. Both agreed that the use of specific or highly formal mentoring style inventories, or any other type of formal assessment inventories were not employed in the matching process. Each stated that matching was essentially based upon the good sense of program participants guided by a few parameters such as teaching at the same grade level or same subject area, close proximity to one another within the school plant, or personal comfort level. In the final analysis, matching occurred when either the protégé or school principal approached a tenured teacher, on staff at that school, requesting them to assume the responsibilities of a mentor. The matching process concluded with the tenured individual accepting the role and/or the protégé approving the use of that individual in the mentor's role.

Four of the five mentors, three male and one female, agreed with Miss Alexander's and Mrs. Jacob's description of the fashion in which matching took place between mentors and protégés. The remaining mentor, a female, stated that there had been a number of new teachers at her school that year and that they had expended all tenured non-administrative individuals to act as mentors. As an assistant principal, she had reservations regarding acting as a mentor when asked to by her principal. She, along with three other tenured teachers collectively met with the four new teachers and entered discussions as a large group. The result of these conversations was that protégés gained the opportunity to become acquainted with the tenured teachers and determine who they felt they could best work with. As a collective assembly both groups mutually agreed upon the partnerships. This individual suggested that the group of mentors tended to act as a cooperative that extended itself, when the need arose, to each protégé: more of a mentors group rather than one mentor to one protégé.

All of the interviewed protégés stated that they had been responsible for the selection of their mentors. Two of the protégés, both male, mentioned that they had selected their mentors from a short list suggested to them by their principals while the remaining three made no mention of the role that their principals played in selection and the matching process. In all cases the protégés selected individuals that either taught the same subject or at the same grade level.

Mentor and Protégé Goal Setting

Three of the five mentors, two female and one male, specified one goal for themselves: to be approachable and available to their protégés. One male and one female mentor shared two additional goals: to share their knowledge, ideas, and their resources with their protégés and to be encouraging listeners. The remaining goals were idiosyncratic to each mentor and no further commonalties appeared. Mentors mentioned the goals of:

- not repeating the same mistakes they made during their first year of teaching,
- taking their own advice,
- becoming better teachers through the mentorship experience,
- evaluating themselves at the end of the mentorship experience and honestly determine whether improvement took place,
- checking in on their protégé once a day,

- becoming familiar with the subject area the protégé was responsible for, and
- not being pushy or giving the protégé predetermined answers or opinions.

Each of the mentors set specific goals for their protégés and collectively shared two goals: to nurture protégé individuality and protege feelings of self confidence and self reliance. Individually, the mentors listed the following as being the goals they set for their protégés:

- to become her own teacher and not a clone of the mentor,
- to realize what is best for herself,
- to be comfortable and part of the staff,
- to become confident in front of children,
- to become confident in her own abilities,
- to be a team player,
- to be open minded and willing to try new things,
- to make his own determinations and decisions, and
- to look to the best source for assistance when really required.

All of the protégés experienced one item in common when discussing the goals that they set for themselves: none of them actually went through a formal goal setting exercise with respect to this experience. Nor did any of the protégés state that goal setting had been an expectation of the process. One male and one female protégé shared a common goal: to become a better educator. The goals listed below were specific to the individual protégés:

- to build a good relationship with students,
- to survive the year,
- to know everything my mentor knows,
- to develop a good rapport with my mentor,
- to get to know the classroom techniques and strategies used by my mentor,
- to become more open and approach others for help,
- to seek alternatives to situations, and
- to build up a repertoire of classroom management techniques.

Concerns Arising throughout the Formal Mentorship Year

Miss Alexander and Mrs. Jacob were both aware of some of the issues or concerns dealt with by mentors and protégés while in their relationships. Each reported that the majority of concerns dealt with job-related issues and that the affective domain entered discussions only as it pertained to the job. Both were aware of the important role confidentiality played in mentorship relationships and were consequently aware that relationship partners may have chosen to censor communication with respect to personal issues and topics. Mentors and protégés did not report any concerns dealing specifically with the relationships themselves. Miss Alexander and Mrs. Jacob reported being aware of the following concerns discussed among mentors and protégés:

- navigating through the bureaucracy of an organization,
- dealing with the internal politics of a school and larger organization,
- learning the curriculum,
- becoming part of the culture of the school,
- dealing with parents,
- devising classroom management strategies, and
- prioritizing duties and time management.

Mrs. Jacob did report however, that a number of mentors had mentioned that they had concerns revolving around the protégés' inability to make time for themselves which resulted in their becoming emotionally and physically drained early during the school year. This seemed to be a common concern generated by mentors, as was their response: teaching protégés how to prioritize and time manage.

The mentors collectively agreed with the perceptions of Miss Alexander and Mrs. Jacob regarding the difficulties dealt with during the duration of the mentor/protégé relationship. The only additional job-related functions mentioned by mentors were:

- dealing with both short and long term planning,
- developing an educational philosophy,
- working as a team, particularly with non-certified employees,

- individualizing programming for students,
- establishing the physical structure of a classroom, and
- determining the suitability of materials and resources for students.

Four of the five mentors, two male and two female, stated that they had dealt with some protégé affective domain concerns and issues. One of the male mentors stated that they had increasingly discussed personal issues as the relationship grew, while the second male mentor stated that they discussed personal issues only as they affected the job. One of the female mentors stated that she too discussed personal matters particularly the protégé's feelings of inadequacy while the remaining female mentor mentioned that she and her protégé spoke of personal matters but not to any great extent.

Protégés' responses generally corroborated those made by mentors, Miss Alexander, and Mrs. Jacob. Protégés stated that they discussed predominant concerns, dealt with job-related issues and, did not mention any additional concerns to those mentioned by the mentors. The analysis of protégé and mentor responses indicates that protégés felt that they had dealt with more personal issues than mentors gave them credit. This possibly resulted from differing mentor/protégé perceptions of what was personal and what was not. One of the female protégés stated that she had lost a grandparent during the year as well as gone on a diet and that she had discussed both emotional issues at length with her mentor. Another female protégé stated that she had discussed a number of personal issues with her mentor; of particular importance to her was the opportunity to "complain" about a variety of occurrences taking place during the year and to vent her frustrations. The remaining female protégé stated that she shared her feelings about being frustrated and anxious regarding a number of issues. One male protégé did not make reference to discussing anything of a personal nature with his mentor, while the remaining protégé mentioned that he and his mentor discussed the isolation he was feeling as a new teacher.

Mentor and Protégé Roles within the Relationship

All of the mentors stated that they fulfilled a number of roles throughout the year and were unanimous in stating that their primary role was that of supporter. Upon further investigation however, they perceived the supporter role somewhat differently. One of the male mentors perceived his role of supporter as being an individual with "an ear to listen to concerns" and "a shoulder to cry on." The second male mentor viewed the supporter role as being someone who was "there when she needed someone." The remaining male mentor perceived the supporter as being more of a encouraging friend. One of the female mentors viewed the supporter role as being an emotional supporter while the remaining female mentor regarded the supporter as more of a counselor, peer coach, and consultant. Two of the mentors, a male and a female, mentioned that they also perceived themselves as fulfilling the role of advisor, while an additional male mentor perceived himself as acting as a facilitator who helped the protégé "get his feet wet in the teaching field." Only one mentor, a male, perceived himself as being his protégé's teacher.

There was unanimity among all three of the women protégés regarding their primary role as learner. One of the male protégés perceived himself as an advisee, the other, somewhat negative about his membership in the mentorship program, stated that he was extremely self-confident and really did not require the program and only participated to appease established members of the organization. Along with being a learner, one of the female protégés concurred with one of the male protégés and stipulated that she to fulfilled the role of advisee.

Post Matching Mentor and Protégé Orientation

The intent of this question was to determine what, if any, actions took place which were expected to cement mentor/protégé relationships or to offer information and direction to how mentor and protégé relationships could or should be facilitated. Mrs. Jacob stated that the objective of the Opening Orientation Luncheon/Dinner intended to do this as did the September inservice held for B.E.S.T. mentors and principals. None of the mentors and protégés perceived the objective of the two events to be, that which was indicated by Mrs. Jacob. Each of the mentors and protégés did recall a number of activities that they had attended either individually or collectively, but none could tie the objectives of these occasions to that of a post-matching mentor and protégé orientation. One of the male mentors whose protégé began teaching during the second week of September recollected that Mrs. Jacob came to the school to meet with him and his protégé and informed them about the program, their roles, and to discuss any questions they might have.

The responses of the protégés were identical to those of the mentors. One of the protégés, a female hired during the month of September, stated that Mrs. Jacob had visited her mentor and her to inform them about the program, to address any questions they might have, and to describe role expectations to them. One of the male protégés also hired during the month of September, stated that his mentor and he had received no mutual orientation after matching took place. He did state however, that both his mentor and he received information packages from Mrs. Jacob and subsequently, informal discussions ensued between his mentor and he to discuss role descriptions and additional organizational items. It would seem that although participants met their process objectives clarification is required in this area.

Gender Issues

Both Miss Alexander and Mrs. Jacob were asked if any gender concerns had arisen within the mentor/protégé relationships. Mrs. Jacob reported that she was unaware of any issues specific to gender. In her estimation, there were a substantial number of cross-gender matches and all proved to be positive. Miss Alexander responded that she was cognizant of one cross-gender match that was not as successful as anticipated, but was quick to suggest that this may have been due to differences in style rather than gender distinction.

Matching resulted in two male mentors matched to two female protégés and the remaining two females and male mentor matched to same gender protégés. Neither male mentor expressed any concerns regarding their cross gender matches. One of the male mentors stated emphatically that he would not have conducted his relationship any differently than if he had been matched to a male protégé. The other male, in the same situation, was less emphatic but stated with equal certainty that he was not aware of any problem or specific issue that caused concern in his relationship due to difference in gender. The latter mentor when asked to describe his mentor/protégé relationship coined the term "Platonic intimacy" as the best way to describe it. This mentor raised a concern with respect to gender issues and stated that he could envision the potentiality of sexual indiscretions developing and escalating in such intense relationships. He based his perception upon the belief that sharing and trust of such magnitude between individuals of some personality types might result in such developments. Both female mentors, matched to a female protégés, stated that they were unaware of any gender-specific concerns existing between themselves and their protégés. One however, stated that she was in the midst of attaining a Master's Degree and had done some research in the area of gender issues and had discovered information that identified specific concerns in this area. She went on to say that it was her belief that same gender matches made things easier and further, that cross gender matches might very well give rise to sexual issues and problems. The female assistant principal mentor stated that she had been involved in a number of professional relationships with men equally as intimate as the one she experienced with her female protégé and no gender issues had ever arisen. Based on her experiences, she believed cross-gender issues to be a remote possibility. The remaining male mentor, matched to a male protégé, believed that same gender matches did make a difference. He based his perspective upon his own experiences and feelings illustrated in the following example. He stated that there had been a new female teacher in the classroom adjacent to his while he was acting in the capacity of mentor to his male protégé and that he found himself offering his services to her but found that he was more able to cultivate a close relationship with his male protégé. He credited this to the ability he and his protégé shared; talking about topics that were similar in interest to each of them and were particularly male in context.

Of the five protégés interviewed, two of the female protégés were matched to male mentors, one female protégé to a female mentor, and two male protégés to male mentors. One of the female protégés matched to a male mentor and a female protégé matched to a female mentor reported that they did not have any concerns in their relationships based upon gender. The remaining female protégé, matched to a male mentor, replied that her mentor's maleness was not an issue but that she did find it difficult to utilize him as a role model in the area of classroom management techniques and strategies. She therefore approached other female teachers for advice in this area. The two male protégés, both matched to male mentors, stated that gender was not an issue in their relationships but one affixed a caveat to his remarks. He projected that if matched to a female mentor he might have had to be more selective during informal conversation regarding some of the topics discussed.

Benefits Accrued through participation in the Mentorship Program

Mrs. Jacob and Miss Alexander agreed that both mentors and protégés benefited from participating in the mentorship program. Each believed mentor self-esteem to be heightened through recognition and selection for mentor expertise and competence. Miss Alexander also stated that she felt that mentors developed a stronger sense of self, critically reflected upon their own career practices, exercised their leadership skills, and cultivated a renewed sense about their own teaching through participation in the mentorship program.

The mentors identified similar views to those of Mrs. Jacob and Miss Alexander with respect to the benefits they perceived themselves gaining through program participation. One of the male mentors added that he felt honored that his protégé had requested that he become a mentor. This same mentor also stated that he believed that participating in the program had made him more responsible. He felt that this was an outgrowth of his belief that to be a good mentor he had to become responsible for the facilitation of the needs of his protégé. Two of the female mentors, both on the same staff, corroborated one another's statements with respect to the benefits they attached to program participation: the role teamwork can play in mentorship and a revisiting of the "first-year syndrome." Each stated that their school had four new teachers and subsequently four mentor/protégé partnerships. These mentors stated that a powerful support system had developed because of the collective group focus upon the singular objective of protégé success. They added that they had forgotten what it was like to be a first year teacher and that program participation reacquainted them with the stress, frustration, and desire to be the best that accompanies this experience. This reacquaintance fostered feelings of compassion for those new to the job. One of the male mentors stated that he had been teaching the same grade and subject matter for approximately ten years and had felt that he had become stagnant. He reported his greatest benefit to be a vicarious visit to his first year through the enthusiasm, keenness, and desire of his protégé. One of the female mentors stated that her participation reaffirmed the importance of good communication and the necessity of keeping communication lines open. This same mentor also mentioned that participation had resulted in her gaining a new appreciation and respect for the ideas brought to education by new teachers. A male mentor remarked that his primary accrued benefit was that of forcing himself to define and verbalize his own actions and thoughts to a colleague. This same mentor was the only one of the group to observe that program participation had been responsible for him befriending an individual he otherwise may not have.

Mrs. Jacob and Miss Alexander concurred that the protégés' greatest benefit was that the program afforded each the opportunity to experience their first year in a non-isolated environment with an advocate who was capable of validating their concerns. Both also perceived protégés to benefit by overcoming their apprehensiveness of asking for help and experiencing a sense of security in an affectionate, caring, empathetic, and warm atmosphere. Mrs. Jacob also mentioned that the experience served to recognize the protégés' contributions of bringing enthusiasm, vitality, and new talents to their schools. The contention was that a definite causality existed between the level of benefit accrued and participation in the program.

The mentors all indicated that protégés benefited from participating in the program but little consensus existed regarding individual benefits. Only three mentors, two male and one female, agreed that the experience resulted in an increased level of self-confidence and independence for the protégé. Another mentor, a male, stated that he felt that his protégé gained the understanding that what she was experiencing was normal for first year teachers as well as developing a knowledge base founded on the mentor's level of experience. The mentor hypothesized that this knowledge base would result in his protégé becoming aware and subsequently capable of avoiding situations he experienced during his first year of teaching. Another male mentor believed that his protégé's level of professional growth was accelerated due to participating in the program. One of the female mentors was unaware of any specific benefits gained by her protégé in that she reported her protégé as being not open to communicating other than discussing "cut and dried" professionally focused topics. The remaining female mentor reported that she perceived her protégé to benefit in that she could go to one person who had made a commitment to her, made development easier, and that the relationship resulted in a higher level of visibility within the organization for the protégé.

All the protégés felt that they had benefited by participating in the program. Four of the five protégés, all three females and one male, noted that they had benefited because they knew they had one person they could go to for assistance when required. Two of the protégés, one male and one female, said they benefited because participation in the program afforded them the opportunity to make a good friend, that being their mentor. One reported that the relationship existed beyond the formal year of participation. Two of the protégés, a male and female, mentioned that they felt that the program sped up their over all development. Two female protégés believed that benefits were also accrued through the program's capability of establishing opportunities for protégés to meet and construct support groups with other first year teachers. Two protégés, a male and female, also reported that participation benefited them by heightening their level of knowledge because of the liaison established between their mentors and them. A female protégé stated that breaks in the routine, afforded by participation, also were of benefit to her. A male protégé believed that participation positively influenced his effectiveness, confidence and comfort levels, disposition to risk taking, and ability to communicate openly.

Difficulties encountered in the Mentor/Protégé Relationship

Consensus among four of the mentors was that no difficulties existed specific to the relationships themselves. One of the female mentors reported however, that she had been on a six-week hiatus due to illness and perceived this to be an issue or concern. She went on to say that her protégé had used the opportunity to ask other staff members to assist her during the mentor's absence. One of the female mentors did state that she had experienced serious difficulties in her relationship. The mentor, also the assistant principal, reported that her protégé was unable to be open to situations and always believed her way to be the right way, a disposition that consistently placed her in a position of conflict with peers and students. The mentor went on to report that she perceived her protégé to be the type of person that required total honesty. The mentor, having to mediate the conflicts, found herself sliding between the roles of mentor and school administrator. She found this situation uncomfortable and the protégé felt betrayed in that she could not always advocate for the protégé.

Four of five protégés, two male and two female, stated that they had not experienced any difficulties specific to their relationships. One of these protégés, a male, made mention that although he did not perceive the existence of specific relationship difficulties he would have liked to have shared more of his mentor's time: time taken up by the mentor's additional professional commitments. A female protégé stated that difficulties existed within her relationship. One of the difficulties was corroborated by her male colleague who had mentioned lack of shared time as a concern. She also stated that difficulties had risen from the fact that she and her mentor did not share the same opinions regarding some fundamental issues, such as, student discipline.

Mentor and Protégé Recommendations for Change

All mentors and protégés responded to what aspects of the program they would change if given the opportunity. Each of the mentors identified some component of the program they would change if possible. Three of the mentors, two male and one female, discussed items which were already fundamental expectations of the program: be familiar with the protégé's subject area, be familiar with the concept of mentorship, and be capable of attending the retreat with the protégé. The suggestions of these mentors were already in operation within the program. Reference to them by these mentors indicates that because these matches occurred well into the program, their absence resulted from program coordinator oversights. Two of the mentors, a male and female, both agreed that they would augment the number of classroom visits beyond the existent two or three visits, to become more aware of the teaching style and subsequent needs of their protégés. One of the female mentors also suggested that she would schedule common preparation periods during the school day to afford mentors and protégés the opportunity to meet more often. The remaining female mentor recommended immediate supervisors not act as mentors. This mentor was an assistant principal and mentor, a situation which caused her and her protégé a great deal of anxiety.

Four of five protégés made recommendations for change while the fifth, a female, stated that she would change nothing. There was a consistent suggestion for change throughout comments made by the protégés. Three of the five protégés, one female and two males, stated that they would initiate the formal portion of the mentorship program later on in the year, probably between the end of September and mid-October, in order to afford protégés more time to select their mentors. A female protégé made a recommendation that time to get to know one another be allocated to those pairings that started later in the school term and therefore had missed the earlier orientation activities. The remaining recommendation came from the male protégé who participated because he perceived his presence to be mandatory. He recommended that protégés should not have to participate in the program if they chose not to.

Support Received beyond that of their Partner's

The mentors unanimously mentioned the program consultants as their greatest providers of support. The mentors viewed the two consultants, as placing value on the program, being enthusiastic and reaffirming, and having positive personalities that made the protégés feel competent and valuable. Three of the five mentors, all male, reported that they had received the support of school administrators. One of the male mentors listed inservices and mentor meetings as additional vehicles of support. Another male mentor mentioned his fellow staff members as being an additional support service to him. A female mentor, situated in the school that utilized the support group in their mentoring, reiterated the utility of the group as a support mechanism.

Protégés echoed the importance of the program consultants as well. Three of the five protégés, two female and one male, mentioned the support they had received from the program consultants. Four of the five protégés, all the females and one male, listed school administrators as being supportive to them. All of the protégés mentioned school staff members as being of great supportive value. Two of the female protégés listed family members as additional support sources. These same two protégés added their best friend, a female, and a boyfriend to the support resource listing. A female protégé mentioned consultants specific to her discipline and a male protégé mentioned other first year teachers as being supportive.

Recommended Changes to the Support Structure

Three mentors, two male and one female, identified one common mechanism as an additional support that would have made their experience more positive: the addition of more meetings specifically for mentors. Additional meetings would become the means to developing a mentor support network. One of these mentors, a male, indicated that these additional meetings could be open to the protégés and collectively both groups could spend the additional time investigating pertinent issues, debating troubling problems, and discussing existent situations. One of the male mentors suggested that additional information regarding the mentor's role would be a positive change. He felt that more information, particularly for those individuals who had not been previously involved in such a program would heighten the comfort level and effectiveness of the mentors. Another male mentor believed that his teaching expertise was limited due to his relative newness to the profession and therefore, suggested that teachers with more experience might make better mentors. A female mentor stated that she perceived the two or three class visitations to be insufficient and felt that more would be more effective.

The protégés had little to offer as suggestions to improve the support they received beyond that already offered to them. Two of the female protégés stated that they could not think of anything to add that would improve the experience. The remaining female protégé stated that her mentor had additional professional commitments and therefore was unable to spend the amount of time she deemed to be necessary with her. Her request was to insure that enough scheduled time occurred in subsequent partnerships. One of the male protégés stated that more shared release time with his mentor would have benefited their relationship. The one remaining male protégé, who had entered the program late, suggested that the protégé should be involved in the initial facilitation of the program as it pertains to the protégé. He stated further that he believed the protégé and the principal should discuss the protégé's needs before any individuals were contacted by the principal to act in the mentor role.

Facilitation of Relationships

Because the protégés and mentors worked in the same building, they were obviously in close proximity to each other. This scenario allowed each pairing great latitude when establishing a meeting schedule. In four of the five pairings, the mentors, two female and two male, mentioned that they consciously "touched base" with their protégés on a daily basis. In one instance the mentor stated that this was the case until Christmas and then the meetings became less frequent, more on a needs be basis. Three of this group of mentors, two male and one female, as well as one additional male mentor stated that they also met on a needs be basis and that the meeting could be convened by either party. The female mentors, both in the same school, reported that they had established as a group, a schedule whereby all the mentors and protégés at that school would meet on a weekly basis. This meeting acted as a collective support group for mentors and protégés alike. One of the female mentors reported that the protégé who was less open and constantly in conflict with someone tended to miss several of these meetings.

The five protégés unanimously reported that they met with their mentors on a needs be basis and had not established a formal schedule of meeting times. One of the protégés however, did state that she would have appreciated more structured meetings. One of the male protégés mentioned that both he and his mentor were "early birds" and they tended to share time with one another in the mornings prior to the beginning of classes. This same protégé also reported that he and his mentor had gotten into a routine whereby informal drop-ins into one another's class were acceptable.

Occurrences of Dysfunctional Relationships

Mrs. Jacob commented on the existence of dysfunctional relationships throughout the history of the program. She reported that protégés were encouraged to make the selection of whom they wished to be their mentor as quickly as possible and that the chosen individual was to act as a guide for the protégé. Mrs. Jacob went on to say that the protégés were also made aware that if the chosen mentor proved to be unacceptable or the relationship was not working for whatever reason, it was perfectly acceptable to ask for a mentor change. Mrs. Jacob mentioned that this was not a disparaging commentary on the mentor but a reality of life with respect to relationships. Miss Alexander corroborated Mrs. Jacob's viewpoint regarding dysfunctional relationships.

Two of the mentors, a male and female, reported that they had not experienced any feelings that would indicate a dysfunctional relationship. The male mentor recounted that he and his protégé got along well and had no arguments. He also stated that discussions had changed in content throughout the year whereby, initial conversations revolved around professional matters and evolved to discussions regarding issues that were more personal. The remaining three mentors, two male and one female, were cognizant of dysfunctionality in their relationships. One of the male mentors mentioned that he and his protégé had gone through some "rough spots" but had talked them out to resolution. He was quick to add that he felt he and his protégé had not experienced any dissonance out of the ordinary and attributed the "down times" to human nature. He also stated that he believed that he and his protégé were able to resolve their concerns because they were honest with one another, talked things out, and were quick to communicate when something bothered them. Another male mentor mentioned that the dysfunctionality within his relationship occurred due to his lack of knowledge in the subject area of his protégé. He suggested appropriating additional supportive human resources to facilitate the protégé's needs and consequently resolved the dysfunctionality. The remaining female mentor felt that she had done everything in her power to make the relationship work but indicated that her relationship was extremely dysfunctional. She stated that she had even tried not to wear her "administrative hat" to make the protégé feel more comfortable and therefore, be perceived as more of a peer. The mentor reported that this did not make any difference and further commented that she based the dysfunctionality upon a disparity in their personality types.

Four of five protégés, two female and two male, indicated that they had not experienced any dysfunctionality in their relationships. Three of these individuals did however, attach disclaimers to their responses. Two of these protégés, one male and one female, stated that they did not perceive any dysfunctionality because they had not established any preconceived notions or expectations about what was to occur. The remaining male protégé reported that although he had not experienced any feelings of dysfunctionality he did suggest that the entire experience may have "worked better" if his mentor had taught the same subject. One of the female protégés reported that she had experienced some dysfunctionality in her relationship, particularly at the beginning of the year. She indicated that her mentor was coaching a sport after school and that this activity took away from their much-needed meeting time. This scenario disappointed her but improved after the mentor had completed his commitment to the sport. She intimated that scheduling specific meeting times at the outset of the relationship would have minimized the dysfunctionality of her relationship.

The "Buy-Out Clause"

Miss Alexander reported that mentors and protégés were aware of the possibility of using the "buy-out clause" if the situation warranted it. She further reported that throughout the history of the program it had seldomly been used but did exist. Generally, one of the program consultants during one of their visits would hear of dysfunctionality occurring, he/she would then meet with all parties and would play the role of mediator. If the situation was irreversible or irreconcilable the partnership terminated and the program consultant in conjunction with the protégé selected another mentor. Mrs. Jacob reported that during the three years that the program had been operational and approximately two hundred pairings, she mediated in less than five cases.

Mentors and protégés responded to whether they were familiar with the term "buy-out clause" and if their partnerships implemented it. All of the mentors seemed to have a superficial knowledge of what the concept entailed but lacked formal knowledge regarding the subject. Consensus among mentors was that members of their relationships had not discussed the "buy-out clause" at any time. Three of the five mentors, two male and one female, reported that the concept had not been addressed with them in any way by the program consultants. One of these mentors, a male, did add however, that his school administration had discussed the concept with him prior to his accepting the mentor role. One of the female mentors, the one who had been in the dysfunctional relationship, reported that options had never been discussed with her and as a remedial action initiated the mentor/protégé support group.

Four of five protégés, two male and two female, indicated that the concept of "buy-out" had never been discussed within their respective partnerships. The remaining protégé, a female, reported that she and her mentor discussed whether they would employ a "buy-out clause" within their relationship and decided against it. Two of the protégés, a male and female, also reported no discussion of the concept by any of the program consultants.

Formal Completion of Relationships

Miss Alexander reported that based on what she had seen throughout the history of the program relationships fell on a continuum. At one pole of the continuum were relationships that dissolved at the completion of the year, while at the other, relationships that developed into "full-fledged" professional collegial relationships. Mrs. Jacob reported that if the individual participants remained in the same school they tended to remain close colleagues. She stated that she was unsure of what occurred to the relationships when the participants moved to different locations at the end of the school year. Mrs. Jacob believed that by the completion of the year most of the participants, both protégés and mentors, looked upon each other as peers and colleagues.

The mentor's perspective was in general agreement with the comments made by Mrs. Jacob and Miss Alexander. Four of the mentors, three male and one female, indicated that they either remained friends or became good friends with their former protégés. Three of the mentors, two male and one female, stated that they felt that they and their protégés had become colleagues or professional peers. Only one of the relationships described itself as having self-destructed or dissolved at the completion of the formal year of participation. The mentor, a female, stated that the protégé had chosen to be an outsider and remained that way. She remarked, "there was nothing between us, it just dissolved."

Four of the five protégés, two female and two male, described their relationships as having developed into friendships or close friendships. The remaining protégé, a male, indicated that he could not describe his relationship as a good friendship but more of a very good professional relationship: one where, "we went golfing a few times after school hours and also went for coffee." A female protégé stated that her feelings were no stronger for her mentor than they were for other teachers she worked with. Another female protégé reported that she felt that the professional gap between her and her mentor diminished throughout the year.

Conclusion

The mentorship program of School District Y was an outgrowth of the Beginning Teacher Support Team (B.E.S.T.) Program. The B.E.S.T. Program's mandate was to support first year teachers during their first year of employment with the jurisdiction. Interviewee responses indicate that both the B.E.S.T. Program and its component mentorship program met their objectives and were highly successful during the year in question, 1991 – 1992.

The B.E.S.T. Program grew from its inception in 1986 to a first-year teacher assistance program recognized across Canada as being a forerunner of such programming in 1992. Throughout its tenure, the B.E.S.T. Program received awards of merit from a number of prestigious educational organizations. The program continued, meeting its annual objectives and goals, until the end of the 1995 – 1996 school year. The demise of the program resulted from the provincial government issuing directives to all school districts and divisions that fundamentally influenced school system structures. Restructuring and downsizing in the name of site-based management and accountability resulted in the abandoning of many established programs and productive human resource initiatives.

CHAPTER SEVEN

SYNTHESIS AND IMPLICATIONS OF FIELD STUDY RESULTS AND RECOMMENDATIONS FOR MENTORSHIP PROGRAMS

Introduction

This chapter identifies the commonalties and disparities among the three mentorship programs described in the previous three chapters: programs belonging to a large urban school district, a small urban school district, and a provincial government department. These commonalties and disparities are then related to the research described in Chapter Two, the Review of the Related Literature. This synthesis identifies the areas where agreement and/or disagreement exist between the findings of this study and established research and therefore merit consideration when creating and/or implementing any subsequent formalized mentorship program.

Synthesis of Information

Each of the mentorship programs was highly effective, with no program appearing to be more effective than either of the other two. Each program met its objectives, and participants acknowledged participation as beneficial to their careers in the ways intended by the organization and in literature.

Each mentorship program delineated objectives, prescribed distinct expectations to meet, particular processes to follow, and received organizational sponsorship.

Role of Organizational Readiness in the Process

The chief executive officers of each organization understood the definition and ramifications of organizational readiness, a term coined by Murray (1991) that closely resembles Kurt Lewin's (1951) process of unfreezing. Murray (1991) states that when executive management believes that development programs make a difference, members of the organization will give such programs high priority. The chief executive officers of the organizations in this study perceived their organization's human element ready to accept change, fully endorsed the mentorship programs within their organizations, and saw them as being pivotal to staff development.

The findings of this study corroborate Murray's (1991) research, which suggests that executive approval and perceived program worth are directly linked to successful program implementation. This study corroborates research which indicates that the higher the degree of organizational readiness within the organization, the greater the opportunity for successful change implementation (Fullan, 1995).

Recommendation 1.1: Program developers must determine if the level of organizational readiness in the organization is sufficient for the creation and implementation of a formal mentorship program.

Recommendation 1.2: Program developers must secure upper level management program commitment to the project to ensure successful implementation and acceptance.

Assessed Needs

Benfari (1995) states that needs are forces that organize perception, apperception, intellect, cognition, and action, and can be something we lack but seek, or something we have and wish to keep. He describes fifteen needs found within the corporate environment. Particularly relevant to this study are the needs for achievement, nurturance, and succorance. In the three organizations studied, these three needs were central to the creation of their mentorship programs and resulted from a perceived necessity for a support mechanism for employees new to a position or expected to move into new positions. All three chief executive officers gave illustrations within their organizations whereby this support affected the nurturance and achievement levels of protégés.

In all three instances, creation of mentorship programs resulted in a response to a specific problem. Consequently, each program established both explicit and implicit goals (Sergiovanni and Carver, 1973). Mentorship was the vehicle expected and selected to address a particular organizational need: supporting individuals new to a position, thereby establishing a supportive structure that addressed the protégé's needs for nurturance and achievement.

Recommendation 2.1: Organizations wishing to implement formal mentorship programs must first determine the underlying needs of the organization and individual participants, and then ensure that programs meet and address those needs.

Objectives of the Mentorship Programs

Support is a primary objective of all mentorship programs (Murray, 1991, Johns, 1988, and Benfari, 1995). The objectives of the three programs were similar, and each program had the explicit goal of supporting the protégé (Table 6).

Table 6

Objectives of the Mentorship Programs

Field Study Program #1	Field Study Program #2	Field Study Program #3
To support newly appointed school-based administrators	To supply coaches who were able to offer objective advice, assistance and guidance, and capable of forming bonds of understanding with protégés.	To encourage beginning teachers to become reflective about their professional development and personal growth as teachers.
To facilitate the succession process.	Acting as a "next step" in the preparation of women for senior or executive management positions.	To respond to some of the more prevalent professional development needs experienced by first year teachers.
To be a vehicle of the cultural beliefs and values which were basic and drove the organization. Therefore, internalize the following: • honesty, • loyalty, and • commitment to personal and professional growth	To encourage women to take advantage of advancement opportunities.	To stimulate and accentuate the concept of "team building" at the school level.
Commitment to togetherness	To assist senior management women in developing effective strategies for career enhancement. To assist senior management women in developing networking systems.	

Support assumed many forms; however, one component inherent to all mentorship programs was the mentor sharing his/her knowledge, based upon his/her career experiences, with his/her protégé. Fullan (1995) states that there is a ceiling effect to how much we can learn if we keep to ourselves. The ability to collaborate – on both a small and large scale – is becoming one of the core requisites of postmodern society. The existence of anticipated support within the mentorship relationship dictates that each partner acquires the ability to collaborate. Following

Fullan's thesis, this would indicate that collaboration would result in mentorship partners learning more and developing to a higher level than they would individually. All three of the organizations collectively corroborated Fullan's view.

Succession planning is another primary objective affixed to formal mentorship programs (Murray, 1991). All three of the mentorship programs established succession planning as being an explicit goal.

The chief executive officers of all three organizations concurred that their programs were committed to personal and professional growth, and to establishing an organizational culture permeated by feelings of togetherness.

The findings of this study indicate that many objectives reside within mentorship programs. These objectives reflect needs specific to the sponsoring organization, its executive hierarchy, and the new employee. These same program objectives may be overtly listed as extrinsic objectives of the program or may be subtly and intrinsically maintained by program participants. In either case it is apparent that the two most prominent objectives held by mentorship programs are the expectation of supporting the employee new to a position, and preparing/providing a work force capable of assuming vacated positions within the organization.

Recommendation 3.1: Program developers must continuously focus planning, implementation, and evaluation practices on two central program objectives: supporting the employee new to a position, and preparing/providing a work force capable of assuming vacated positions within the organization.

Views on Operational Mentorship

The chief executive officers (Table 7) and their program coordinators (Table 8) collectively viewed mentorship as being a preparatory process based on interaction between a mentor, an experienced, and effective senior member of an organization, and a protégé, a junior member of the organization, for the expressed intent of guiding the protégé to attaining their career, professional, and life goals: a position in agreement with the view forwarded by Johns (1988).

Table 7

Each Organization's Chief Executive Officer's Operational Definition of Mentorship.

Field Study Program #1	Field Study Program #2	Field Study Program #3
A process by which a mentor shows prejudiced interest on behalf of the protégé in an effort to help them meet and realize their life goals.	A role which evolved beyond that of coach or guide.	A relationship similar to the relationship that exists between a guide and an unknowing traveler in the wilderness.
A preparatory interactive exercise between a junior and senior member of the organization.	The mentor/protégé relationship should be natural, evolutionary, and based on the needs of the protégé and the abilities of the mentor.	

Table 8

Each Organization's Program Coordinator's Operational Definition of Mentorship.

Field Study Program #1	Field Study Program #2	Field Study Program #3
Concurred with definition given by Mr. Smith	Mentorship is a one-to-one relationship between the protégé and an individual who is admired, respected as a person, and respected as a person within the organization.	A much layered process that gravitated towards particular roles or task as the need arose. At times the mentor was a role model and other times a trusted guide.
	Is a complex phenomenon meant to assist, guide, and coach the person with less career experience.	Mentorship is the offering to share, by an experienced professional to the neophyte, the wisdom of experience

Interestingly, the perceptions and nomenclature used by the chief executive officers were quite similar to their program coordinators in describing the mentorship process within the context of their own organizations.

All of the mentors (Table 9) and protégés (Table 10) responded that they perceived mentorship to be a process that took place between two individuals.

Table 9

Each Program's Mentors Operational Definition(s) of Mentorship.

Field Study Program #1	Field Study Program #2	Field Study Program #3
Mentorship took place when a structured partnership was established between a successful experienced administrator and someone new to the role.	Perceived mentorship dissimilarly.	Consensus did not exist between the mentors.
The mentor provided support by acting as a confidant, trainer, guide, role model, and counselor.	Male mentor comprehended mentorship to be an opportunity for a junior manager to work with a senior manager and thereby deal with management issues. He also perceived it to be a yearlong opportunity to groom a colleague for upcoming managerial opportunities.	One male and one female mentor perceived mentorship to be a relationship analogous to a senior partner/junior partner scenario whereby the senior partner enacted the role of the teacher or advisor and thereby offered the wisdom accrued through their experiences to the junior partner.
The primary objective was to enable new administrators to become successful in their new roles.	The female mentor defined mentorship as being synonymous with role modeling whereby the mentor's expertise could be handed down to the protégé.	The remaining two male and one female mentors believed mentorship to be of a more supportive role. Each concurred that the mentor should be a supportive guide who was someone the protégé could always turn to.

They further perceived this relationship to be analogous to a senior/junior partner relationship, and fundamentally agreed that the relationship was one of support for the junior partner, the protégé: a view corroborated by Johns (1988), Kram (1988), and Murray (1991). Subtle differences of opinion existed between mentors and protégés who perceived this support to occur through the mentor assuming some or all of the roles of confidant, trainer, guide, role model, and/or counselor. Daresh and Playko reported this type of role facilitation in their 1989 research. Collectively, the perceptions of these mentors corroborate Levinson's (1978) definition of mentorship. Each of the respondents, regardless of role played within the organization and subsequently within the formal mentorship program, perceived mentorship quite similarly.

Table 10

Each Program's Protégés Operational Definition(s) of Mentorship.

Field Study Program #1	Field Study Program#2	Field Study Program #3
The protégés perceived mentorship as an opportunity to pair an influential expert in the field of administration with someone who was new to the field.	Both female protégés agreed that mentorship was a process whereby an individual took another individual under their wing.	Two of the female protégés perceived mentorship to be a partnership and friendship between two individuals where the protégé could expect to receive understanding and guidance from his or her mentor.
Further, they perceived this opportunity for experts to share their experiences, talents and skill through a coaching or guidance process.	The relationship was perceived to take place in a safe, non-threatening environment to make the protégé aware of what occurs at higher levels in the organization and "guides" and "helps" them along with some career development and other decisions based on the mentor's experience.	The remaining female protégé perceived mentorship to be a partnership between two people working together, sharing ideas, and discussing thoughts. Her perception gravitated more towards a model of peer coaching than mentorship.
		The two male protégés were extremely clinical in their descriptions. One of these protégés stated that he saw the mentor as a caregiver and a strong role model for the protégé in a relationship permeated with strong mutual commitment. The remaining protégé perceived mentorship to be a situation where an experienced individual was willing to share their ideas with someone less experienced than them.

When investigation pared away the idiosyncratic role descriptors affixed by each respondent to the process, a collective basic definition remained regarding mentorship. This study suggests that:

> **mentorship is a preparatory and interactive process established between a mentor, an experienced, and effective senior member of an organization, and a protégé, junior member of the organization, for the expressed intent of teaching, supporting, and guiding the protégé to attaining his/her career, professional and life goals within a non-threatening and non-evaluative environment.**

Existent basic premises agree with one another regarding the definitions of mentorship, but nuances incorporated within individual perspectives skew these definitions in various directions.

Recommendation 4.1: Formal mentorship programs must adopt a particular definition as their own and operationalize that definition throughout the organization thereby standardizing roles, expectations, objectives, and procedures.

Role of the Program Coordinator

Hanson (1991) states that leadership is a multifaceted role and given different tasks and required levels of expertise, leadership can and will move both formally and/or informally among individuals within the organization. Murray (1991) states that coordination is central to the success of facilitated mentoring and that the coordinator generally orchestrates the selection, assessment, matching, and orientation of mentors and protégés. Table 11 outlines the tasks performed by each of the program coordinators in their respective programs.

Two of the three program coordinators fit Murray's (1991) role description of the program coordinator, while the third had little influence on those items that impacted the mentorship process the most. This latter program coordinator was primarily responsible for organizing events, facilitating resources, and establishing timetables related to the program: essentially a clerical position.

Table 11: The Role of the Program Coordinator in Each of the Mentorship Programs.

Field Study Program #1	Field Study Program#2	Field Study Program #3
The superintendent was specifically responsible for the creation of the program.	The program coordinator oversaw this program and was responsible for other projects as well.	This program began with Miss Alexander as its program coordinator but then Mrs. Jacob assumed the role.
Position was clerical in nature.		Conduct School visitations three or four times each per year this included meeting with principals, mentors, and new teachers.
He was also primarily responsible for the selection of newly appointed school-based administrators, mentors, matching of mentors and protégés, and establishing of program outcomes and goals.	She conducted research, keeping abreast of equity programs and administered to the requirements of the mentorship program.	Miss Alexander was primarily responsible for the program during its developmental stage but became primarily an overseer and supervisor of the program in its second and subsequent years of operation.
Individual was primarily responsible for organizing events, facilitating resources, and establishing timetables related to the program.		She was also responsible for designing and writing a monthly newsletter specific to the program and gathering and disseminating professional materials germane to the needs of the first year teachers and mentors
Role of program coordinator was that of facilitator.	She oversaw the program from a central perspective, which meant: being responsible for facilitating all administration specific to the program, sending out required information to program participants, conducting evaluations inherent to the program, organizing group meetings, acting as a information source to participants, and troubleshooting where appropriate.	Mrs. Jacob's primary responsibilities, during year two of the program, were to set up and implement the Professional Development sessions within the B.E.S.T. Program, identify qualified new teacher participants, ensure that mentors were found and matched, and school visitations conducted.

The individuals predominantly responsible for the development of the mentorship programs in the two school jurisdictions played a more interactive role with participants as compared to the government department program. The findings of this study corroborate Murray's (1991) position regarding the importance of the program coordinator's role and the tasks this individual must perform effectively.

***Recommendation 5.1:* The program coordinator must possess a clear vision of what the goals, expectations, and objectives of each program are, must be committed to attaining those same goals and objectives, must possess strong organizational and interpersonal skills, and foster what DePree (1992) calls a "position of servanthood.[9]"**

Characteristics of Effective Mentors

The respondents (Tables 12 and 13) identified two distinct categories of effective mentor characteristics: those that deal with the personal attributes of the mentor, and those that deal with the mentor's job related characteristics.

Similarities exist between this finding and the position forwarded by Emrick (1989) who contends that the mentoring function may be sub-divided into two component functions: the psychosocial and the career functions.

Two characteristics found by this study extend the list of interpersonal characteristics posited by Daresh and Playko (1989) and Haensly and Edlind (1988): the effective mentor is a good motivator and is accessible to the protégé. The latter characteristic was an outgrowth of the collective need felt by mentor and protégé alike that shared time was of the essence to a successful relationship and that this need dictated that the mentor be accessible to the protégé. A finding that corroborates Grover (1994), and Walker and Stott's (1994) position.

Table 12

The Characteristics Perceived by Respondents to be Exhibited by Effective Mentors.

	Field Study Program #1				**Field Study Program #2**				**Field Study Program #3**			
Characteristics	**C.E.O.**	**Coordinator**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinator**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinators**	**Mentors**	**Protégés**
Must exhibit strong interpersonal skills:	✓		✓	✓				✓	✓			
• be good communicators,	✓		✓	✓			✓					
• non-threatening,							✓					
• non-judgmental,								✓		✓		✓
• respectable,					✓					✓		✓
• sense of humor,											✓	✓
• loyal,										✓		
• likeable,								✓	✓			✓
• good listeners,	✓		✓	✓	✓		✓	✓			✓	
• be good motivators,	✓		✓	✓			✓					
• have good questioning skills,	✓		✓	✓							✓	
• be capable of showing empathy and patience,	✓		✓	✓					✓		✓	✓
• be honest and capable of creating a trusting relationship,	✓		✓					✓	✓		✓	✓
• be positive and affirming,	✓		✓	✓					✓			✓
• be open , approachable, accessible,	✓		✓	✓			✓	✓			✓	✓
• have humility,			✓									
• be confident in themselves,			✓					✓		✓		
• be humble,					✓							
• be credible,					✓							
• be unselfish,	✓											
• are supportive,						✓			✓	✓	✓	✓
• are insightful,							✓					
• are flexible,							✓	✓	✓	✓	✓	✓
• caring and not over bearing, and								✓			✓	
• perceptive.								✓				
Capable of sharing, particularly his/her successes and failures.							✓	✓				✓
Committed to growth whereby change is anticipated and accepted.	✓											
A risk taker.	✓											
Able to identify the strengths of the protégé and build upon them.				✓		✓						✓

Table 12

The Characteristics Perceived by Respondents to be Exhibited by Effective Mentors. (continued)

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Characteristics	**C.E.O.**	**Coordinator**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinator**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinators**	**Mentors**	**Protégés**
Vision driven with a sense of direction and purpose.				✓			✓					
Able to offer guidance in the capacity of advisor rather than director.				✓					✓	✓		✓
Have a constant need to learn.			✓									
A positive role model.	✓		✓	✓	✓		✓				✓	
An advocate.										✓		
An effective administrator.	✓		✓	✓				✓				
A good coach.						✓						
A good teacher.				✓		✓	✓	✓	✓			
Have strong expertise in the area of the Protégé to be mentored.	✓		✓	✓	✓		✓	✓				✓
Be experienced.						✓		✓				
In possession of strong expertise in the field of school-based administration, specifically in the areas of: • organization and, • problem solving.	✓		✓	✓					✓	✓	✓	✓
Individuals who are able to meet the needs of their protégés, both personally and job related.						✓						
Individuals who exhibit a sound value and belief system and whose values and beliefs are shared by the protégé so that respect can be facilitated.					✓							
Should have a working knowledge of the politics of the organization.								✓				
Should possess common sense.								✓				
Should be influential and highly regarded in the organization and among their peers.								✓				✓

This study determined that the personal attributes of mentors include both his/her interpersonal skills, and those perceived as being specific to his/her personal nature. In keeping with Emrick's (1988), Bercik's (1994), and Robertson's (1997) positions, several of the respondents described the characteristics they perceived as exhibited by effective mentors in terms of specific roles rather than characteristics.

Presumably, respondents identified roles with their inherent characteristics as descriptors of what they felt mentors should be. The most frequently mentioned role, on seven occasions, was that of teacher.

Table 13

Synthesis of Field Study Program Responses Regarding the Characteristics of Effective Mentors.

<table>
<tr><td colspan="2">Job Related Characteristics of Effective Mentors
• Have strong expertise in the area of the protégé to be mentored. (9)
• Possess a high level of expertise in the field of administration. (5)
• Be an effective administrator. (4)
• Influential and highly regarded in the organization among their peers. (3)
• Have a working knowledge of the politics of the organization. (1)</td></tr>
<tr><td>Personal of Effective Mentors
Strong Interpersonal Characteristics, Skills, and Attributes:
• approachable, flexible, open and accessible, (13)
• a good listener, (9)
• compassionate, empathetic, and patient,(8)
• honest and capable of creating a trusting relationship, (6)
• able to identify the strengths of the protégé and consequently respect their individuality and worth, (6)
• non-threatening, nonjudgmental, and understanding, (5)
• a positive role-model, (5)
• a good communicator, (4)
• a good motivator, (4)
• capable of offering guidance as an advisor and not as a director, (3)
• positive and affirming, (3)
• be encouraging, (3)
• have good questioning skills, (3)
• be supportive, (3)
• be kind, (1)
• able to accept varying points of view, (1)
• be courteous, (1)and
• not easily intimidated. (1)</td><td>Strong Personal Characteristics, Skills, and Attributes::
• good problem solvers who use creativity and deal with ambiguity well, (4)
• committed to the protégé and willing to spend time with them, (3)
• willing and open to share their accrued knowledge with the protégé, (3)
• be credible, have a strong character, and ethical, (3)
• be confident in themselves and their abilities, (3)
• have a positive outlook, (2)
• be a futuristic thinker, (2)
• be a caring individual, (2)
• be committed to self-growth, (2)
• be humble, (2)
• capable of empowering individuals to independently make decisions and problem solve, (2)
• be respectable, (1)
• have a sound value and belief system, (1)
• be unselfish, (1)
• be a risk taker, (1)
• be likable, (1) and
• be loyal. (1)</td></tr>
</table>

The most commonly mentioned characteristics perceived to be inherent to effective mentors were being approachable, flexible, open, and accessible. Other characteristics mentioned by the majority of respondents from all three programs were: being a good listener, being compassionate, empathetic, patient, honest, capable of creating a trusting relationship, as well as being able to identify the strengths of the protégé and subsequently capable of respecting the protégé's individuality and worth. A substantial number of the respondent groups also mentioned that they believed that a good mentor should be non-threatening, nonjudgmental, understanding, a good role model, a good communicator, and a good motivator. Three groups mentioned that effective mentors were capable of offering guidance as advisors rather than as directors, were positive and affirming, encouraging, supportive, and possessed effective questioning skills.

Personal characteristics were mentioned not of the interpersonal variety. Respondents indicated that effective mentors should be good and creative problem solvers, capable of dealing with ambiguity well, committed to the protégé, willing to spend time with them, willing to share their accrued knowledge, should be credible, have a strong character, be ethical, and be confident in themselves and their abilities. To a lesser degree, respondents felt that effective mentors should possess positive outlooks, be futuristic thinkers, be caring individuals, be humble, and capable of empowering individuals to independently make decisions and problem solve.

Respondents identified five job-related characteristics, most commonly the possession of a high level of expertise in the area the protégé was entering. A majority of the respondents also believed that effective mentors should possess a high level of expertise in the field of administration, should be influential and highly regarded among their peers in the organization, and should have a working knowledge of the politics of the organization.

The characteristics of effective mentors identified in this study serve to corroborate those generally reported by Daresh and Playko (1989), Haensly and Edlind (1986), and Bercik (1994). Of significance in this study, however, is that respondents additionally reported that they felt that effective mentors should be influential and highly regarded among their peers in the organization. They also reported more inter-personal and personal characteristics than were mentioned by the above writers, including being unselfish, a risk taker, likable, loyal, being confident in themselves and their abilities, not easily intimidated, and committed to the protégé and willing to spend time with them.

The respondents of this study also placed more emphasis on the inter-personal and personal characteristics of mentors than they did on job related expertise. This may be due to all respondents being associated with service oriented public sector organizations. Of primary importance to any mentorship program developer is that effective mentors do possess certain characteristics that directly influence the program's level of success.

Recommendation 6.1: Mentorship Program Developers must be familiar with the characteristics of effective mentors.

Recommendation 6.2: Mentorship Program Developers must insure that all program participants are familiar with these same characteristics.

Recommendation 6.3: Mentorship Program Developers must structure their programs in ways that preclude individuals not exhibiting these characteristics from acting in the capacity of mentor.

Selection of Mentors and Protégés

Murray (1991) and Kram (1988) list a number of mentor/protégé selection criteria and procedures. The Field Study Programs established criteria for the structured selection of mentors and protégés (Table 14) and the program coordinators were well versed in the selection criteria of program participants within their programs.

In each program, individuals outside of the proposed relationship selected mentors. None of the protégés characterized their selection and subsequent relationships as being spontaneous and/or non-formal.

The three programs primarily utilized nomination and protégé final selection, selection by supervisor, and nomination/supervisor selection as their main vehicles of mentor selection. These selection procedures are in keeping with those presented by Murray (1991). One fundamental reality predicated mentor selection in each program: they possessed personalities, qualities, and strengths selectors perceived to compliment protégé needs.

Table 14

Selection of Mentors and Protégés to Each Program.

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Participation Selection	**C.E.O.**	**Coordinator**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinator**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinators**	**Mentors**	**Protégés**
Established a specific criteria for the selection of mentors by selecting individuals whose administrative strengths and personalities complimented the needs and personalities of the protégés.	✓											
Participants were strategically selected.					✓					✓	✓	
Protégés took part in a specific application and selection process.						✓		✓				
Were not aware of any criteria as to how they were selected to fulfill the role.			✓				✓					
Knew from the outset of their selection to their new position that they were expected to participate in the established mentorship program.				✓						✓		✓
Saw participation as being mandated.				✓								
Three of the six protégés saw participation as a matter of course and did not voice any opinions in the matter while the other three viewed participation as an opportunity to acquire assistance.				✓								

None of the interviewed mentors of the two programs were aware of the criteria that resulted in their selection. This lack of information probably resulted in a lessened positive affect experienced by the mentors (Playko and Daresh, 1989; Kram, 1988; and Murray, 1991).

The protégés in all programs were cognizant of the process by which they became participants. In two of the programs, dissonance existed between program coordinators and protégés regarding whether participation was mandatory. In both cases, selection and participation were synonymous with Murray's (1991) concept of mandated participation. Protégés involved in the third program were aware that they were participating on a volunteer basis, and that their selection was based upon a specific application process, resembling Murray's (1991) process of self-nomination.

Recommendation 7.1: To maximize the positive affect experienced by mentors and protégés, members of both groups must understand all aspects of the selection process.

Recommendation 7.2: Mentors must be informed of what the organization expects the characteristics of effective mentors to be, and that their selection is predicated upon their possession of these characteristics.

Recommendation 7.3: Mentors should have the autonomy to accept or reject their mentor selection. This would certainly foster greater commitment to program membership.

Recommendation 7.4: Protégés must be clearly informed as to whether their selection and subsequent participation is a mandate, expectation, or purely voluntary. This clarification would alleviate any dissonance in understanding between program participants and program administrators.

Matching of Mentors and Protégés

Matching is one of the most important elements of any formal mentorship program (Murray, 1991, Daresh and Playko, 1989, Walker and Stott, 1994, Playko, 1995, and Crow and Matthews 1998), and these three programs were in keeping with this position. Generally, the processes utilized by these three organizations were congruent with those mentioned by Kram (1988) and Murray (1991). In two of the programs, individuals totally outside of the relationships assumed the task of matching mentors to protégés (Table 15).

In the third program, matching took place as a direct result of a principal suggesting a short list of prospective mentors to the protégé and he/she selecting from that list. The different methods of matching successfully utilized by each of these three programs corroborates research (Murray, 1991) which indicates that method of matching varies.

Table 15

Matching of Mentors and Protégés

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Participation Selection	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
The superintendent was either directly or indirectly involved in the matching of participants within the mentorship program.	✓			✓								
Mentors were cognizant of the fact that they were matched to particular individuals by the superintendent and that the matching took place so that their strengths could be utilized to offset the needs of their protégé.			✓									
Protégés stated they were either unsure or had no idea how the matching process took place.				✓								
Protégés selected their mentors.				✓								
Matching took place based upon the needs and strengths of the protégés and mentors.					✓							
A Selection Review Board had been given the mandate for assigning individuals to each match.					✓							
Was unaware of the specifics of the process.									✓			
Each stated that they had completed a profile form on themselves which was then perused by the Personnel Department who then matched them to protégés.							✓	✓				
No specific or highly formal methodology took place with respect to the matching process.										✓	✓	
Matching occurred when either the protégé or the school principal approached the tenured teacher and asked them to assume the responsibilities of a mentor. Matching concluded with the mentor's acceptance of the role.										✓	✓	
Protégés stated that they had been responsible for the selection of their mentors.												✓
The matching process culminated with the acceptance by the mentors.												✓
Matching was essentially based upon the good sense of program participants.										✓	✓	

In all three programs the mentors were cognizant of what the matching process entailed (Table 15).

The protégés in two of the programs were aware of what transpired during their matching processes (Table 15). The protégés of the third program, however, were generally unaware of how their matching took place.

Recommendation 8.1: Program developers and subsequently, program participants must be aware of the critical value of the matching process.

Recommendation 8.2: Mentors and protégés should be informed if the mentor's strengths are expected to address the perceived needs of the protégé within the mentoring partnership. (Informing the mentor of the high regard his/her talents are held in by the organization would serve to reinforce his/her self-esteem and this practice would also serve to inform the protégé of the areas of growth perceived to be in need of attention.)

Recommendation 8.3: Protégés should be made aware of the intended and/or expected learning outcomes specific to the mentorship process.

Recommendation 8.4: Organizations must implement strategies that determine the strengths of prospective mentors and the needs of protégés before determining matches.

Post Matching Mentor and Protégé Orientation

The majority of mentors and protégés within the three programs stated that they had not participated in any formal program orientation beyond the matching process (Table 16).

Their comments indicated that they had been included in a number of activities after matching occurred, but none of these participants viewed these activities as being a formal orientation to the mentorship program. All program coordinators however, reported that they established various formal orientation activities beyond matching. This study uncovered that the collective perceptions of mentors and protégés were much different from those of the program coordinators regarding the objectives of these activities. This indicates the need for clarity of process and/or expectations beyond the matching segment.

Table 16

Post Matching Mentor and Protégé Orientation.

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Post Matching Orientation	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
Experience coincided directly with the espoused program directives and included a formal orientation to the program.			✓									
Had not participated in any or received very little in the way of any formal orientation after matching took place.			✓	✓			✓	✓			✓	✓
Had participated in such an orientation the previous year.			✓									
Formal orientation took place after matching occurred.										✓		
Mentors contacted the protégés to set a meeting whereby parameters and expectations for the individual relationships were established and formulated.				✓								

The post-matching orientation process is integral to cementing protégé/mentor relationships, and to direction setting within the mentorship process. The general feeling of the mentors and protégés of this study was that after completing the matching stage they had not received the additional guidance they required. Most participants felt that they were on their own within their relationships, and expected to fend for themselves.

Recommendation 9.1: *Program Developers should employ a form of post-matching orientation for mentors and protégés: to deal with developing issues, specify learning outcomes, set meeting schedules, participate in bonding exercises, and establish foundations for rudimentary collegial support groups.*

Recommendation 9.2: *The perception of mentors and protégés of what can transpire after matching may differ markedly from the perceptions of program coordinators, which suggests that the expectations of what is to occur and what can be expected after matching must be clearly communicated to all participants by program coordinators.*

Mentor and Protégé Goal Setting

Schlechty (1990) states that goals are targets that are set and pursued so that purposes are met. The mentors of each program set explicit goals (Sergiovanni and Carver 1972) for themselves upon accepting the task of becoming mentors (Table 17).

Table 17

Mentor and Protégé Goal Setting Within the Relationship.

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Goals	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
The collective primary goal set for themselves within their relationships was to offer assistance to their protégés.			✓				✓					
The following are the secondary goals set by the mentors within their relationships:												
• to orient the protégé to the expectations of the district,			✓									
• to act as a confidant and sounding board,			✓				✓				✓	
• be approachable and available,											✓	
• to establish an open and trusting relationship,			✓									
• to facilitate a high comfort level within the relationship,			✓									
• to ensure the protégé's success in the new role,			✓									
• to stay in contact with the school-based principalship, and			✓									
• to assist the protégé in the attainment of goals specific to the protégé.			✓				✓					
Protégés stated that they had set goals for themselves.				✓				✓				
The relationship with their mentors should foster the protégé's growth and learning, and be advisory in nature. Relational goals were then set accordingly.				✓							✓	
Protégés set goals in two distinct areas: the professional domain and personal realm.				✓								

Table 17

Mentor and Protégé Goal Setting Within the Relationship. (continued)

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Goals	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
Respondents stated that their primary goal was to establish an open relationship based upon;				✓								
• candor,				✓								
• frankness,				✓								
• friendship,				✓								
• honesty, and				✓								
• trust.				✓								
A secondary goal stemming from the one previously mentioned was to attain a comfort level required to openly share their:				✓								
• thoughts,				✓							✓	
• feelings,				✓								
• ideas, and				✓							✓	
• "screw ups."				✓								
Self-development and growth.				✓			✓					
Achieving mentor/protégé cohesion.				✓								
To introduce the protégé into the mentor's network.							✓					
To introduce the protégés to as many respected and good managers within government as possible.							✓					
To evaluate himself (the mentor) at the end of the mentorship experience and honestly determine whether improvement took place.											✓	
To attain exposure to other areas or departments within government and thereby:								✓			✓	
• expand their knowledge base,								✓				
• to determine whether or not they would remain in the public service long term,								✓				
• to enhance their perspectives on assuming an upper management position,								✓				
• to be introduced to influential people within government, and								✓				

Table 17

Mentor and Protégé Goal Setting Within the Relationship. (continued)

	Field Study Program #1				**Field Study Program #2**				**Field Study Program #3**			
Goals	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
• to be introduced to individuals at the same management level but with expertise in different areas.								✓				
The following goals were set for the protégés by their mentors on an individual basis:											✓	
• to become her own teacher and not a clone of me,											✓	
• to realize what is best for her,											✓	
• to be comfortable and part of the staff,											✓	
• to become confident in front of children,											✓	
• to become confident in her own abilities,											✓	
• to be a team player,											✓	
• to be open minded and willing to try new things,											✓	
• to make his own determinations and decisions, and											✓	
• to look to the best source for assistance when really required.											✓	
The remaining goals were idiosyncratic in nature: • to build a good relationship with the students,												✓
• to survive the year,												✓
• to develop a good rapport with my mentor,												✓
• to get to know the techniques and strategies used by my mentor in the classroom,												✓
• to become more open and approach others for help,												✓
• to know everything my mentor knows,												✓
• to seek alternatives to situations, and												✓
• to build up a repertoire of classroom management techniques.												✓

These goals generally focused upon enhancing the success of the protégé's experience and/or the establishment of a meaningful mentor/protégé relationship. One goal, implicitly stipulated by individuals in all three mentor groups was that of being encouraging listeners, confidants, and/or sounding boards. Two groups of mentors mentioned the sharing of as much of their experiential knowledge as possible as one of their primary goals. The remaining goals are listed in Table 17 and are likely idiosyncratic to each individual mentor.

Generally, the goals established by the mentors of two programs were more implicit and related to actions mentors expected to take or expected themselves in conjunction with their protégés to take within their relationships. The goals established by the mentors of the Large Urban School District Program dealt with these issues as well as the setting of goals specific to their protégés (Table 17).

The protégés involved in all three programs established goals for themselves (Table 17). The protégés of the Large Urban School District Program had not undertaken any formal goal setting exercise, while the protégés of the other two programs had. These protégés, therefore, undertook this exercise of their own volition.

The goals of the protégés in this study fell into two categories: those dealing with internalizing the requirements necessary to be effective in their new roles and those of a personal nature, specifically, relational issues dealing with the affective domain. One goal common to all protégés was the fashioning of strong relationships with their mentors. The goals established by the protégés of the Small Urban School District Program were more global than those established by the remaining two groups, which dealt more with the specificity of their new roles.

Recommendation 10.1: Program Developers must establish goals to ensure the successful completion of mentorship programs.

Recommendation 10.2: Mentorship programs must address organizational needs by achieving specified outcomes.

Recommendation 10.3: Mentors and protégés must be made aware of these overall organizational goals, and then introduced to methods of inquiry that allow them to determine their own needs. (Participants can thereby personalize their growth plans as mentors and protégés within their individual relationships.)

Mentor and Protégé Roles Within the Relationship

Kram (1988) and Bercik (1994) identify a number of roles played by mentors and protégés within their relationships. The mentors associated with the educational mentorship programs stated that they perceived themselves as resource personnel and knowledge sources whose primary role was to be that of a supporter while the mentors of the Government Department Program saw themselves as acting the part of role model, in both career and psychosocial functions. Support in the educationally based programs resulted through the enactment of psychosocial roles such as emotional supporter, friend, facilitator, advisor, counselor, consultant, or peer coach. Mentors reported that singular role description was inappropriate in that they perceived themselves as assuming several roles throughout the term of their formal relationship. This position is in keeping with Emrick (1988) who states that mentors fulfill many roles while acting as mentors. The mentors of Government Department Program perceived their primary function to be that of a role model (Table 18). All three protégé groups concurred with one another with respect to two roles they perceived themselves as playing within their relationships: learners and advisees (Table 18).

The findings of this study corroborate previous research findings with respect to the multitude of supportive roles mentors are required to play within the mentor/protégé relationship (Kram, 1988, Murray, 1991, Bercik, 1994, and Robertson, 1997).

Table 18

Mentor and Protégé Roles within the Relationship.

	Field Study Program #1				**Field Study Program #2**				**Field Study Program #3**			
Roles	**C.E.O.**	**Coordina**	**Mentors**	**Protégés**	**C.E.O.**	**Coordina**	**Mentors**	**Protégés**	**C.E.O.**	**Coordina**	**Mentors**	**Protégés**
Play the role of role model by being good managers.							✓					
Saw themselves as resource personnel and knowledge sources. • They felt they fulfilled these roles through being supportive, offering sound advice, and by offering encouragement.			✓								✓	

Table 18

Mentor and Protégé Roles within the Relationship. (continued)

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Roles	**C.E.O.**	**Coordina**	**Mentors**	**Protégés**	**C.E.O.**	**Coordina**	**Mentors**	**Protégés**	**C.E.O.**	**Coordina**	**Mentors**	**Protégés**
Perceived themselves as learners. • They pictured themselves as being sponges, student teachers, and/or seekers of answers.				✓				✓				✓
• Mentor should play an affirming role.				✓								
• Mentor should bring awareness of the needs of first year principals to the organization.				✓								
Model femininity in administration..							✓					
An advisee/advisor.								✓			✓	✓
A teacher, motivator, and supporter.							✓					
A good listener.										✓		
A friend.											✓	

Recommendation 11.1: Mentors must enact the role that best suits the needs of their protégé and their own comfort and skill levels.

Recommendation 11.2: Prospective protégés and mentors must determine their affinities and comfort levels to particular roles before matching takes place.

Relationship Facilitation

Murray (1991) states that mentorship relationships facilitate themselves in a variety of ways, and that the frequency and nature of facilitation depends upon the nature of the relationship. The majority of mentors, across all three programs, reported that they met with their protégés primarily on a needs-be-basis (Table 19). The remaining mentors established specific meeting times with their protégés.

The majority of protégés met with their mentors on a regularly scheduled basis. The models for these meetings and their schedules varied widely between partnerships. The remaining protégés, from all mentorship programs, reported that they met with their mentors on a needs-be-basis.

The findings of this study corroborate those of Murray's (1991) in that mentors and protégés establish a variety of vehicles to facilitate their relationships.

Recommendation 12.1: *Mentors and protégés must discuss and establish their meeting schedule at the outset of their match and periodically thereafter to ward off any difficulties or conflicts resulting from insufficient time allocation.*

Table 19

Facilitation of Relationships

	Field Study Program #1				**Field Study Program #2**				**Field Study Program #3**			
Relationship Facilitation	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
They met on a needs-be-basis.			✓	✓			✓				✓	✓
Telephone was used as the primary method of communication and contact.			✓	✓								
Mentor initiated all contacts.			✓									
Met on a regular basis.				✓			✓	✓			✓	✓

Recommendation 12.2: *Mentor/protégé meetings must be allocated sufficient time to meet their objectives and "sufficient time" is relative to the needs and wishes of both partners. (A finding that corroborates Grover's (1994) and Walker and Stott's (1994) position.)*

Recommendation 12.3: *This meeting schedule must be sacrosanct and only emergencies should supercede the importance of meeting.*

Recommendation 12.4: *Meetings should take place at regular intervals. (This recommendation corroborates Monsour's (1998) view of the importance of mentors and protégés meeting no less than once per month.)*

Support Received Beyond that of their Partner's

Kram (1988), Murray (1991), Lemley (1997), and Monsour (1998) address the issue of networking for both mentors and protégés. Mentors and protégés established networks during the relationship to address common needs or as extension support systems. The majority of mentors reported that they had received support and assistance from sources beyond the relationship (Table 20).

Table 20

Support Received Beyond that of their Partner's

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Support received beyond that of their partner's.	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
Additional support sources as being external mentors, Program Consultant, line supervisors, and district personnel.			✓	✓							✓	✓
Family.				✓								✓
Support Network.				✓			✓	✓			✓	✓
Very little support beyond preparatory stage of the Program.							✓	✓				
From their mentors.								✓				
Peers/Colleagues.											✓	✓

The protégés of the two school jurisdictions unanimously reported that they had received support from sources beyond that of their mentors' (Table 20). Protégés reported these supports to be their line supervisors, networks of colleagues, program consultants, school administrators, and fellow staff members. The two protégés of the Government Department Program stated that they had received very little support beyond that of their mentor.

Recommendation 13.1: Program developers must establish vehicles of support beyond mentors only.

Recommendation 13.2: Support networks must be created for both mentors and protégés.

Recommendation 13.3: Support Agents or Agencies must be familiarized with the role or roles they are expected to fulfill.

The "Buy-Out" Clause

This clause is synonymous with Murray's (1991) "No-fault Conclusion" clause. The mentors involved in the two school jurisdiction programs reported that this clause was not discussed with them by anyone within the program (Table 21). The mentors of the Government Department Program stated that they were aware of the existence of such a clause, but stated that they had not implemented it (Table 21).

Table 21

Mentor and Protégé Awareness of the Existence of the "Buy-Out" Clause.

	Field Study Program #1				**Field Study Program #2**				**Field Study Program #3**			
"Buy-out Clause"	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
Clause had not been discussed with them.			✓	✓								✓
Superintendent/immediate supervisor had mentioned the "clause."				✓							✓	
Had a superficial knowledge of such a clause.							✓	✓			✓	
Clause had not been utilized and/or addressed within their relationship.							✓	✓			✓	✓

A strong majority of protégés, all involved in the two school jurisdiction programs reported that neither program coordinators nor their mentors had discussed the buy-out concept with them (Table 21). Both protégés in the Government Department Program were aware of the existence of such a clause in their program but stated that they had not used it.

Recommendation 14.1: Program Developers must establish a "buy-out" clause option within their programs as this allows mentors and/or protégés who find themselves in unproductive or destructive relationships to leave the relationship and "save-face."

Recommendation 14.2: The formulation of a "buy-out" clause must include follow up options for mentors and protégés should the "buy-out" clause be implemented.

Recommendation 14.3: Participants must be made aware of the existence of this clause, knowledgeable regarding its implementation, and should receive this information at the beginning of the program and not only when insurmountable difficulties arise.

Formal Completion of the Relationship

Kram (1988), Walker (1993), and Cordeiro and Smith-Sloan (1995) state that mentor/protégé relationships go through a number of phases or stages. Kram (1988) identifies four phases inherent to the mentorship relationship: initiation, cultivation, separation, and redefinition.

The mentors involved in the three programs reported that their relationships had undergone change and were redefined (Table 22).

Table 22

What Occurred to the Relationship at its Formal Completion?

	Field Study Program #1				**Field Study Program #2**				**Field Study Program #3**			
Occurrence after Formal Program completion	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
Became closer to their partner than to other individuals in the organization.			✓							✓		✓
Relationships became trusting professional friendship.			✓	✓				✓			✓	✓
Relationship fizzled out.								✓				
Relationship became redefined in some way.							✓		✓		✓	
Relationship had not dissolved.			✓	✓			✓				✓	
Mentorship relationship had no impact on their subsequent relationship.				✓								✓

The majority of mentors stated that their relationships had grown and that their protégés had become colleagues or professional peers, while a small minority reported that their relationships had dissolved. The protégés from all three programs confirmed these perceptions.

The program coordinators of two programs stated that they perceived relationship continuance to exist on a continuum whereby, at one pole relationships no longer existed while at the other full-fledged professional collegial relationships thrived.

The findings of this study indicate that mentor/protégé relationships undergo significant change and follow Kram's paradigm of movement from initiation, to cultivation, to separation, and finally to redefinition. This study also found that mentor/protégé partners within each relationship move in and out of each stage at different times. The ramifications of this extend beyond the scope of this study. In this study, relationship redefinition was found to occur on a continuum whereby relationships varied from being totally extinguished with no subsequent contact wished by either partner, to gravitating towards collegial, peer relationships between equals. Redefined relationships occupy any number of positions along this continuum. Two of the program coordinators acknowledged this perception.

Recommendation 15.1: Program Developers must inform program participants that they will move in and out of different stages of relationship development during the formal period of their relationship.

Recommendation 15.2: Program Developers must inform program participants that it is common for relationships to exist on a continuum and that the poles of this continuum extend from dissolution to professional/peer friendships.

Recommendation 15.3: Program Developers must establish a date that signifies the formal dissolution of the formal relationship.

Difficulties Occurring Specific to the Relationship

Murray (1991) states that problems within relationships generally fall into three categories: gender, culture, and relationship concerns. Relationship problems include perception of unmet needs, mentor is too possessive, personality clashes, protégé too ambitious, jealousy, favoritism, skepticism, cloning, and other conflicts. The majority of mentors and protégés (Tables 23) reported no difficulties specific to their relationships.

Table 23

Difficulties Occurring Specific to the Relationship

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Difficulties	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
Felt some frustration about not spending as much time as he/she would have liked with partner. Or placing time demands on partner.			✓	✓				✓				✓
Had not experienced any difficulties.			✓	✓			✓	✓			✓	✓
Lack of rapport between partners attributed to not knowing one another prior to entering the relationship.			✓									
Lack of trust in partner.				✓								
Protégé's lack of future commitment.							✓					
Protégé's inflexibility and not open to criticism.											✓	

The three mentors who experienced difficulties reported that their difficulties stemmed from their protégé's poor future career vision and orientation, the protégé's inability to be open to arising situations, and the protégé always believing their way to be the correct way of doing things.

Three protégés, reporting that they had experienced difficulties within their relationships, stated that the problem stemmed from not spending enough time with their mentors, or because they experienced fundamental differences of opinion regarding basic issues. The three protégés in dysfunctional relationships attributed the investing of insufficient time by the mentor as being the stimulus of their dysfunctionality. These protégés established networks or support groups with other administrators outside of the mentorship relationship. In conjunction with these three protégés were three additional protégés who perceived their relationships as successful despite not having spent enough time with their mentors.

The lack of reported difficulties within their relationships is a testament to the processes utilized in the selection and matching of mentors and protégés. It is of significant value that there was corroboration between mentors and protégés regarding insufficient time shared between mentors and protégés. This problem occurred frequently, and appears to be an important aspect of the mentor/protégé relationship.

Recommendation 16.1: *Program developers must insure that partners in a mentoring relationship reach consensus on the meaning of "sufficient time" spent in each other's company.*

Recommendation 16.2: *Program developers must insure that partners in a mentoring relationship reach consensus as to what essential topics must be discussed while in each other's company.*

Gender Issues

Kram (1988), Murray (1991), Schneider (1991), and Grady, Peery, and Krumm (1997) indicate that gender issues can and do arise in cross-gender matches. The majority of mentors were involved in same gender matches, and reported that gender was not the stimulus for any relationship issues or concerns (Table 24).

Three mentors involved in same gender matches felt adamant that same gender matches were more suitable than cross gender matches. Murray (1991) corroborates this point of view when she states that although there is no romantic interest between a protégé and mentor, gossips will often manufacture it.

Table 24

Gender Issues

	Field Study Program #1				Field Study Program #1				Field Study Program #1			
Gender issues	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
Had not perceived gender issues to arise.			✓	✓			✓	✓		✓	✓	✓
Reported that they would not anticipate gender issues to occur if placed in mixed gender matches.			✓					✓				
Felt that same gender match would have been more productive.				✓			✓					
Preferred opposite gender match.				✓							✓	
Perceived mixed gender matches to differ from same gender matches.						✓		✓			✓	✓
Mixed gender matches could possibly give rise to sexual relationships.											✓	

Three cross gender matches occurred between male mentors and female protégés, with no problems reported based upon difference in gender. One mentor did voice some concerns with cross gender matches, and stated that given the high level of intimacy and intensity within mentorship relationships, particular personality types might become involved in sexual indiscretions.

Three of five female protégés involved in cross-gender matches reported that they had not experienced any concerns based upon gender. The two remaining female protégés stated that they believed that their relationships would have been more productive if paired with other females. The protégés based this belief on the perceptions that other women would be more capable of understanding their personal life situations, their professional concerns, and would be more appropriate role models. This is a position corroborated by Montagu (1974).

Four female protégés matched to female mentors reported no concerns predicated on gender. One of these protégés stated that although she had not experienced difficulties in her relationship, she might have if matched to a male mentor, while another stated that she would have preferred to be matched to a male mentor. None of the four male protégés matched to male mentors voiced any concerns regarding gender. One of these protégés, however, did mention that he believed that gender differences would influence informal conversations in a cross gender match.

Two program coordinators stated that neither mentors nor protégés had brought gender-based problems to their attention. One coordinator perceived same gender relationships to be different than cross gender relationships, and added that women in cross gender matches tend to be particularly careful to keep their relationships professional, being extremely cautious when entering the realm of the personal. Another program coordinator stated that her program had used many cross gender matches and all proved to be positive.

No information in this study specifically corroborates Kram's (1988) warnings that cross-gender matches may give rise to romantic liaisons. Neither were there any indications of same gender or homosexual romantic liaisons occurring with mentors and protégés within this study. Findings do indicate a lack of clarity as to whether same gender or cross-gender matches should be the rule of thumb. Respondents indicated that specific issues exist regarding gender issues, such as romantic liaisons, role modeling, male/female worldview, and personal life commitments.

Recommendation 17.1: Protégés as well as mentors should be given the opportunity to select either male or female mentors/protégés only after being educated to the potential benefits and liabilities of cross and same-gender matches.

Concerns Arising throughout the Formal Mentorship Year

A variety of concerns may arise given the closeness of the relationship experienced between the mentor and the protégé (Kram, 1988). The chief executive officers of the two school jurisdictions were unaware of any concerns among program participants (Table 25). The remaining chief executive officer was aware of mentor/protégé concerns that stemmed from personality differences (Table 25). Two program coordinators were aware of a few concerns that related to mentor/protégé relationships, and stated that they dealt with these concerns accordingly.

Table 25

Concerns Arising Throughout the Formal Mentorship Year.

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Concerns	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
Aware of some concerns within the relationships.										✓		
No Comments regarding this question.	✓											
No concerns were regarding the mentorship relationship.			✓	✓				✓		✓	✓	
Concern with establishing a relationship with their partner.			✓									
Concern regarding a rebellion between the protégé and the protégé's staff.			✓									
Mentor/protégé concerns stemming from personality incongruencies.					✓							
Concerns were reported that dealt with job related issues. Topics addressed included:			✓	✓			✓	✓		✓	✓	
• immediate supervisor conflict resolution,			✓	✓			✓	✓		✓	✓	
• alternative job opportunity counseling which included dealing with concerns of:							✓	✓				
• stress,			✓	✓			✓	✓			✓	✓
• career crisis,							✓	✓				
• social support,			✓	✓			✓	✓			✓	✓
• establishing of coping skills							✓	✓				
• career development,			✓	✓			✓	✓			✓	✓
• employee wellness,							✓	✓				
• interdepartmental relationships,							✓	✓				
• anxiety,			✓	✓			✓	✓			✓	✓
• political issues,			✓	✓			✓	✓			✓	✓
• informal organization politics,			✓	✓			✓	✓			✓	✓
• how to deal with parents,											✓	✓
• classroom management strategies,											✓	✓
• prioritization of duties and time management.			✓	✓			✓	✓			✓	✓
• dealing with both short and long term planning,			✓	✓			✓	✓			✓	✓
• how to work as a team, particularly with non-certified employees,											✓	✓
• how to develop an educational philosophy,											✓	✓
• how to individualize programming for students,											✓	✓

Table 25

Concerns Arising Throughout the Formal Mentorship Year (continued).

	Field Study Program #1				**Field Study Program #2**				**Field Study Program #3**			
Concerns	**C.E.O.**	**Coordinator**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinator**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinators**	**Mentors**	**Protégés**
• how to establish the physical structure of a classroom, and											✓	✓
• how to determine the suitability of materials and resources for students.											✓	✓
Concerns dealt with personal issues.				✓				✓			✓	✓
• family,												✓
• personal hopes and aspirations,												✓
• personal difficulties regarding careers,												
• the death of a grandparent,												✓
• weight loss,												✓
• frustration,				✓				✓			✓	✓
• anxiety, and				✓				✓			✓	✓
• isolation.				✓				✓			✓	✓

A strong majority of mentors and protégés from all three programs reported no specific concerns dealing with the mentor/protégé relationships themselves and that most concerns dealt with job related issues, particularly learning and dealing with organizational politics.

Personal issues and concerns fell into two categories: personal concerns as they related to the job, and personal concerns outside the work milieu. The majority of personal concerns fell within the former category. Of these, commonality existed among four concerns: anxiety, isolation, stress, and difficulties regarding careers or career crisis (Table 25).

Individual respondent groups (Table 25) listed the following job related personal concerns: frustration, social support, establishing of coping skills, lack of affirmation felt within the new role, and one person's perception that others in the organization may have believed that she was promoted due to gender.

Given the intensity of the environment that surrounds protégés it is not difficult to understand why concerns arise. This study indicates that when the processes of mentor/protégé selection and matching are completed appropriately internal relational concerns may be mitigated but not eradicated. This, however, does not preclude concerns from arising in other segments of the experience.

Recommendation 18.1: Mentors and protégés must be made aware that concerns can and do arise, what these concerns historically have been, that experiencing concerns is normal and acceptable within this type of experience, and participants should be equipped with problem-solving strategies which prescriptively address the most commonly expressed concerns.

Recommendation 18.2: Participants must also be educated regarding the pivotal role the program coordinator plays within the problem-solving process of mentorship relationships.

Occurrences of Dysfunctional Relationships

A strong majority of mentors across all three programs reported that their relationships had gone very well and that they had not experienced any sense of their relationships being dysfunctional (Table 26).

Table 26

Occurrences of Dysfunctional Relationships

	Field Study Program #1				**Field Study Program #2**				**Field Study Program #3**			
Dysfunctional relationships	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
Had not experienced any dysfunctionality.			✓	✓			✓				✓	✓
Protégé did not allow the mentor to fulfill role.			✓									
Very little evidence of relationship dysfunctionality.										✓		
Had experienced some dysfunctionality:			✓									
• a male mentor stated that the level of dysfunctionality within his relationship was predicated on his lack of knowledge in the subject area of the protégé.				✓							✓	✓
• was due to her mentor having other professional commitments that took away from the time she felt she needed to spend with the mentor, and												✓

Table 26

Occurrences of Dysfunctional Relationships (continued)

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Dysfunctional relationships	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
• due to the perception of her mentor telegraphing information regarding her progress or lack thereof to central office staff. Consequently, resulting in a diminished level of trust in the mentor One mentor mentioned that he and his protégé had gone through some rough spots but had talked them out to resolution.				✓							✓	✓
• the scenario disappointed her. She attached a caveat to this statement and mentioned that the situation improved when the mentor had fulfilled his commitments to these other activities.												✓
At times perceived their relationships to be non-productive but not dysfunctional.				✓								
• One reported that this had occurred at the beginning of the relationship and stemmed from her problem of not meeting with her mentor enough. The problem was subsequently resolved amicably.				✓								
The second situation was more complicate in that the mentor was a high ranking official and consequently involved in many issues and projects. Throughout the year emergent situations resulted in precluding the protégé from meeting with this mentor.				✓								
• This protégé felt that because of the knowledge and wisdom of this individual that a little time was better than more from another less knowledgeable one.				✓								
• This situation also resulted in both individuals being highly prepared when they met with one another so that benefit was maximized.				✓								

Mentors who reported their relationships to be dysfunctional or lacking in productivity stated that their protégés had not allowed them to fulfill their role as mentors, had not met as much as was necessary, had lacked knowledge in the protégé's subject area, and/or differed in personality type.

A large majority of protégés in both school jurisdictions reported that they had not experienced any dysfunctionality within their relationships. Dysfunctionality was reported in only two cases and was attributed to beliefs that mentors were being non-trustworthy by telegraphing information regarding progress to central office staff, or by having other professional commitments that took away from the time protégés believed they needed to be spent with them.

Both protégés in the remaining program reported that their relationships were not dysfunctional, but were not as productive as they could have been. Both reported that this feeling resulted from not meeting with their mentors enough.

Despite reports that relationship dysfunctionality rarely occurred, this study found that mentor/protégé development and growth does not occur in parallel, and that this can result in perceptions of inadequacy or lack of success.

Recommendation 19.1: Program coordinators must communicate to both mentors and protégés the possibility of lack of symmetry in mentor/protégé learning curves to mitigate possible negative perceptions and interpretations.

Recommendation 19.2: Further, relationship dysfunctionality may be reduced by partners establishing individual and relational goals, mile-stones of success, ongoing relationship evaluation, and by maintaining open lines of communication.

Benefits Accrued through Participation in the Mentorship Program

Kram (1988), Murray (1991), and Walker and Stott (1994) contend that participation in mentorship programs benefits both mentors and protégés. The mentors and protégés of all three programs reported that they perceived themselves as having benefited from participation (Table 27).

Zey (1984), a proponent of mentorship argues that the strength of such a program lies in the reciprocity of mutual benefit accrued by mentor and protégé alike. Two of the program coordinators concurred with these observations. The mentors of all of the programs believed that they had benefited from participating, and either intimated or stated directly that they believed that their protégés had benefited as well.

All the protégés from the three programs agreed that their participation increased the level of knowledge gained through cultivating a relationship with an expert, and that their effectiveness and eagerness to take risks was elevated because of heightened self confidence, affirmation, and support. Two groups of protégés perceived that they benefited by having one person, a career advisor, to assist them when needed, and that participation sped up development (Table 27).

Table 27

Mentor and Protégé Benefits Accrued through participation in the Mentorship Program

	Field Study Program #1				**Field Study Program #2**				**Field Study Program #3**			
Mentor and Protégé Benefits	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
Program participation resulted in accrued benefits:			✓	✓		✓		✓		✓	✓	✓
• participation would result in greater potential for success,			✓							✓		
• learn from more experienced administrators, to hear of different perspectives, to become better organized, and to receive feedback in a non-evaluative environment,			✓					✓		✓	✓	
• the receiving of heightened feelings of affirmation, increased self-confidence, support, use of individuals attributed as sounding boards, and humor to directly participating in the program,				✓						✓	✓	✓
• the program provided them with an opportunity to learn from an expert, and				✓				✓		✓		✓
• protégés experienced a more global view of the organization.						✓		✓			✓	
Mentors reported that they had received personal benefits from participating in the program. They reported the following benefits:			✓									
• more clarity of current management issues occurred,						✓						
• a greater understanding of the political make-up of the organization took place,						✓		✓				
• obtaining a new friend, and how to be a better mentor next time around,							✓					✓

Table 27

Mentor and Protégé Benefits Accrued through participation in the Mentorship Program (continued).

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Mentor and Protégé Benefits	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
• a new outlook on gender issues within the organization,							✓					
• acquiring more knowledge about the province and organization,							✓					
• learning to be more analytical and disciplined when examining issues,							✓					
• being able to give more of oneself,							✓					
• protégés were introduced to possible future employment possibilities within the organization,						✓		✓				
• mentors perceived the experience to widen the protégé's networking base,							✓					
• the program provided them with a learning experience they would otherwise not have had,			✓					✓			✓	
• enhanced self-confidence, and afforded administrators opportunity to become familiar on a level that otherwise would not have occurred,			✓					✓		✓		
• enhanced active listening skills and afforded the opportunity to reflect upon own skills and practices,			✓							✓	✓	✓
• resulted in sharing of knowledge and information with knowledgeable colleagues,			✓								✓	
• opportunity to learn from the protégé,			✓									
• mentors experiencing positive feelings about giving something back to the organization,						✓						
• being able to share perspectives with someone,						✓						
• being able to discuss management leadership issues with someone,						✓						
• being able to reflect on their current practices,						✓		✓				
• being part of a new program that could conceivably contribute to greater success within the public service sector,						✓						
• opportunity to learn how to mentor, and			✓				✓					

Table 27

Mentor and Protégé Benefits Accrued through participation in the Mentorship Program (continued).

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Mentor and Protégé Benefits	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
• the protégé being afforded the opportunity to engage in a trusting relationship which validated his/her vulnerabilities, ethics, and approaches.							✓					
Becoming more politically astute.								✓				

The benefits perceived to be accrued through participation followed the lines of thought of Woodring (1992) and Daresh and Playko (1993). One major addition to existing lists of protégé benefits found by this study is that the protégés of these three study groups collectively felt more prepared to take risks because of the self-confidence, affirmation, and support mentorship relationships afforded them.

The mentor groups of all three programs agreed that they had benefited by being involved in a learning experience that heightened their analytical skills, taught them to be more disciplined when examining issues, and widened their knowledge bases. The remaining benefit, perceived to be common to all mentor groups, was that participation afforded them the opportunity to work with other individuals in a teamwork scenario that they would otherwise not had occasion to do, resulting in a sharing of knowledge and information between knowledgeable colleagues. Two groups of mentors attributed the following benefits to participation:

- a vicarious visit back to the enthusiasm, keenness, and desire of their own first year experience through the protégé's situations,
- reaffirming the importance of good communication, including active listening, and the necessity for communication lines to remain open,
- the gaining of a new friend, and
- learning what it means to be a mentor, and therefore be more prepared the next time called upon to act in this capacity.

Daresh and Playko (1993) state that one of the benefits they found mentors to gain was that of personal career advancement. At no time during the interviews did any of the mentor respondents perceive this to be a benefit accrued by them.

All the mentors responded that they felt that all the protégés benefited from participating in the mentorship programs. There was, however, no corroboration among mentor groups of any specific benefits to protégés (Table 27).

The program coordinators of all three programs perceived mentors and protégés to benefit from participation in their mentorship programs (Table 27).

The findings of this study corroborate the findings of Zey (1984), Kram (1988), Murray (1991), Woodring (1992), and Daresh and Playko (1993) with respect to benefits being accrued by mentors and protégés participating in mentorship programs.

Recommendation 20.1: Communicating the benefits of program participation to prospective mentors and protégés may improve individual participation and commitment to the program.

Mentor and Protégé Recommendations for Change

The protégés and one half of all mentors agreed that they would either change nothing or very little in their programs (Table 28).

The remaining mentors either did not respond to this question, or stated that their programs would benefit from having input into their selection as mentors, input regarding their protégé match, holding more large-group meetings, screening individuals not committed to fulfilling the mentor role, increasing the number of inter-classroom visitations, scheduling common preparation time to allow for more meeting time between the mentor and protégé, and arranging for immediate supervisors not to act as mentors.

Table 28

Mentor and Protégé Recommendations for Change.

	Field Study Program #1				**Field Study Program #2**				**Field Study Program #3**			
Recommendations for Change	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
There was nothing or very little that they would change.			✓	✓			✓	✓			✓	✓
Would prefer some input or more into selection as a mentor and the protégé matched to.			✓	✓								
Additional full group meetings.				✓			✓	✓				
A screening process be established to weed out those individuals who were not committed to fulfilling the role.							✓					
A change in the positional distancing of the mentor from the protégé from two level to one.								✓				
Increase the number of classroom visitations.											✓	
Schedule common meeting times.											✓	
Immediate supervisors not act as mentors.											✓	
Protégés be given greater autonomy as to whether they participate in the program or not.												✓
Change the time that the formal portion of the program began to the end of September or mid-October.												✓

The changes suggested by protégés included affording mentors and protégés the opportunity to meet more often in large-group to share feelings, problems, suggestions, to nurture relationships, and to establish relational ties. Other suggestions included allocating protégés input into the selection of their mentors, a change in the positional distancing of the mentor, changing the time that the formal portion of the program began, affording time to get to know one another to those partners entering the program after the formal start of the program, and that protégés be given greater autonomy as to whether they chose to participate in the program.

Recommendation 21.1: *Program Developers must be aware that the nature of mentorship demands that the program be established in a dynamic fashion, must be evaluated yearly, and participants be listened to with respect to needed changes.*

Recommended Changes to the Support Structure

A strong majority of mentors of two programs could not suggest any specific recommendations for change (Table 29).

The mentors of the remaining program offered recommendations such as holding more meetings for mentors, more opportunities to form mentor support networks, a later extension of meetings to include protégés, additional information regarding the mentor's role, teachers qualifying as a mentor with specific levels of experience, and increasing the number of visitations.

Table 29

Recommended Changes to the Support Structure.

	Field Study Program #1				Field Study Program #2				Field Study Program #3			
Recommendations	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**	**C.E.O.**	**Coordinat**	**Mentors**	**Protégés**
Did not suggest any specific recommendations for change or perceived nothing else required.			✓	✓			✓					✓
More meetings that included all mentors and protégés.				✓			✓	✓			✓	
More District line personnel.				✓			✓					
Extending the formal portion of the program from one to two years in length.				✓								
Additional information regarding the mentor's role.											✓	
The number of intervisitations should be increased.											✓	
Insure that enough time is appropriated in partnerships.												✓

One half of the protégés of the two school jurisdictions stated that they could not recommend any changes for their respective programs. The remaining protégés of all three programs suggested holding more meetings that included all mentors and protégés, initiating more district line supervisor contact, extending the program from one to two years in length, insuring that enough time is appropriated for protégés within partnerships, increasing release time for sharing between protégés and mentors, and determining a way in which protégés could discuss their needs with school principals prior to the principal's contacting perspective mentors.

Conclusion

This chapter synthesizes the responses expressed by the chief executive officers, program coordinators, mentors, and protégés of all three Field Study Mentorship Programs to the Study's Interview Questions listed in Appendices One through Four. I analyzed these responses to determine whether and to what extent commonalties and/or disparities existed across the organizations studied, as well as between common role players within those organizations. This analysis uncovered a number of commonalties and some disparities among the organizations and/or groups within those organizations. The study then compared the collective commonalties and disparities to the research findings presented in Chapter Two of this thesis, the Literature Review. The findings of this study were an outgrowth of the information gleaned from research and from the study groups investigated. The combination of this information is of considerable importance to the creation and implementation of subsequent formal mentorship programs.

Chapter Eight describes the Support for Success Program, created and implemented using the information presented in this chapter.

CHAPTER EIGHT

THE "SUPPORT FOR SUCCESS" MENTORSHIP PROGRAM

Introduction

Upon returning to work with School District Y in April of 1992, it became apparent that District interest was growing in the concept of mentorship for school-based administrators. By 1992, School District Y had maintained a 5-year tradition of providing a first-year teachers mentorship program: the Beginning Educator Support Team. Additionally, District interest was becoming more focused on the possibility and plausibility of establishing a similar mentorship program for first-year school based administrators. Not only did the collective group of District principals, the College of Principals, verbalize this interest but so did individual staff members of the District's Human Resources Department. The remainder of this chapter describes what came to be known as School District Y's "Support for Success" Mentorship Program beginning with initial interest in the development of an administrator's mentorship program, then leading to its creation, implementation, and evaluation.

Background

In March of 1992 Dr. French, the Superintendent of School District Y, stated his belief that first-year principals were similar to other individuals entering a new job in that they came to the job with overly high expectations of what they could achieve, a sense of exuberance, and a belief that they invariably were going to do the "right things." His belief was predicated upon the knowledge obtained from and continued success of the Beginning Educator Support Team Program. He further contended that not long into the job, new principals generally encountered "road blocks" and subsequently were shocked to find out that not everyone perceived the world in the same light as they did. This sudden "burst" of reality resulted in a substantial increase in the emotional stress experienced by the new principal. Dr. French believed that possibly for the first time in his/her career the new principal found him/herself in a situation where he/she received little positive reinforcement and where his/her actions led to criticism. He believed this stimulated feelings of insecurity, frustration, and isolation within the appointees.

Several District Office personnel perceived that newly appointed school-based administrators did not have sufficient support. Dr. French contended however, that the District had taken some steps to address the needs of newly appointed administrators by implementing jurisdictionally sponsored tenured principal facilitated workshops for newly appointed principals and a "buddy" program for appointees. He described this "buddy" program as an extremely informal, loosely structured pairing of new appointees to tenured principals: following a "big brother" format. Dr. French also stated that individuals generally did not move directly into the principalship but began their administrative careers as assistant principals. This method of career path facilitation was fundamental to the succession model maintained by the District.

Dr. French stated that the first-year principal's immediate supervisor, the Area Superintendent, was directly responsible for assisting the appointee. He predicated this expectation upon the belief that the success individuals experienced permeated and effected the entire organization and therefore senior administrators were obliged to actively nurture new appointees. He perceived the failure of newly appointed individuals, particularly after much energy had been spent on their selection and training, as "tragic" to both the organization and the individual. Dr. French stated that it was of paramount importance therefore, for the organization to build in supportive safeguards to insure a successful first-year experience for newly appointed principals: a belief in keeping with Recommendation 3.1 of this study.

Dr. French listed several supportive strategies used by the District: it was incumbent upon Area Superintendents to spend more time with newly appointed principals than with tenured principals, Area Superintendents were responsible for orienting appointees to the principalship, and support appointees by assisting in the solving of problems encountered during the first year. Further, he believed that Area Superintendents ought to facilitate this supportive problem solving strategy by suggesting particular techniques and approaches to decision making and problem solving rather than by solving the problem for the neophyte.

Dr. French discussed the specific needs of the District, particularly succession planning and leadership training. He stated that the average age of District principals in 1992 was approximately 48 years of age and with the average age of retirement being 55 years of age there was some urgency attached to establishing a District succession plan. Subsequently, he referred to a District initiative that established a working relationship between the local University and District whereby staff members were encouraged to enroll in a Master's Program that focused on the Principalship. He further stated that the District had adopted the practice of annually sponsoring three staff members to this program. District Office personnel also created and implemented a District Leadership-Training Program during this period. The primary objective of the Leadership Training Program was to establish a specific venue with component experiences that would serve to introduce and stimulate interest in school-based administration as a career path. Dr. French again referred to the District practice of making use of the role of the assistant principal as a preparatory stage to the principalship. In conjunction with this practice, Dr. French mentioned that it was equally important to broaden the experience and administrative knowledge base of assistant principals before they became principals by transferring them to a number of disparate schools.

Dr. French stated that he was cognizant of a number of North American school jurisdictions that had implemented mentorship programs as support mechanisms for first-year teachers and school-based administrators. He mentioned that he would be favorably disposed to working towards a mentorship program for first-year administrators because the District had already operated a successful mentorship program for first-year teachers (the B.E.S.T. Program). He also suggested that he would be more receptive to a first-year administrator mentorship program that gravitated towards a more informal structure than one, which utilized the mechanisms of a formal program.

Creation of the "Support for Success" Mentorship Program

Introduction

The interest level of central office personnel and District principals in the creation of a first-year school based administrator mentorship program increased in late 1992 and into 1993. Interest was affected by three primary stimuli: individuals enrolled in the District's Leadership

Program informing Program administrators of the existence of mentorship as a supportive strategy for beginning administrators in other school jurisdictions, Dr. French's concern for and knowledge of the District's need for a succession plan, and requests made by newly appointed school-based administrators for some formal vehicle of support after appointment. The College of Principals and Central Office Personnel held discussions during the 1992 – 1993 school year that resulted in Central Office Personnel seriously contemplating the creation of a mentorship program for newly appointed school based administrators. During the Fall of 1993, the Staff Development Officer and I met to develop a proposal for the creation, implementation, and evaluation of the District's first mentorship program for first-year school-based administrators. Central to these discussions was the suggestion made in Recommendation 2.1[10] of this study which states that organizations wishing to implement formal mentorship programs must first determine the underlying needs of the organization and individual participants. The Staff Development Officer based her invitation to me to participate in the development of this program upon her prior knowledge of my familiarity with the area of formal mentorship programs. This subsequently resulted in discussions being held between the Staff Development Officer, the Area Superintendent responsible for the facilitation of the leadership program, and me. This Area Superintendent's involvement in the mentorship program stemmed from the expectation that the program become an extension of the existent leadership program that was under the jurisdiction of that Area Superintendent. The objective of these discussions was to consider the feasibility of a mentorship program for first year school based administrators and to establish ground rules for the operation of such a program.

Symptoms of Organizational Readiness

Preliminary discussions dealt with the feasibility of developing the "Support for Success" Program for first year school-based administrators. The topic of whether the District demonstrated a level of organizational readiness necessary to implement such a program, an action in keeping with Recommendation 1.1, was central to discussions. The "Support for

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[10] The term "Recommendation" used throughout Chapter Eight refers to the Recommendations stated in Chapter Seven of this Study.

Success" Program Committee[11] discussed the concept of organizational readiness and deliberations turned to determining appropriate modalities that indicated the organization's existent level of organizational readiness. The Committee[12] discussed this topic at great length, as organizers perceived a high relationship to exist between the level of organizational readiness and successful program implementation. The Committee decided that no formal assessment of organizational readiness was necessary because:

- the Superintendent had identified a need for support mechanisms for the jurisdiction's first year school-based administrators and creation of a mentorship program would address the Superintendent's perceived awareness,
- there was a collective view within the District that university training fell short of the requirements and needs of first year school-based administrators,
- the District had already implemented a leadership program to prepare aspiring District leaders and a mentorship program was a logical outgrowth of such a program,
- the District had already successfully created and implemented a mentorship program for first-year teachers,
- the age of incumbent school-based principals was approximately 48 years of age and this reality demanded that serious thought be given to a District succession plan,
- the District's principals, through their quasi-association, the College of Principals, had already taken initial steps to create a mentorship program,
- there had been a tradition in the District for Area-Superintendents "pairing up" tenured principals to newly appointed individuals in loosely knit informal "buddy" relationships during the appointees first year and the creation of an official mentorship program would legitimize and give concrete direction to an existing practice, and
- newly appointed school-based administrators had become aware of successful mentorship programs in the business sector and requested access to a similar support strategy.

After weighing these factors, which were in keeping with Recommendations 1.1 and 2.1, the Committee approved the decision to formulate a proposal for the creation and implementation of a formal first-year school-based administrator mentorship program. Processes predicated upon and constructed from the information and recommendations synthesized in Chapter Seven of this study were then established within the Proposal. The District Staff

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[11] The Area Superintendent responsible for the Leadership Program, the District Staff Development Officer, and I (the Program Consultant) made up the Support for Success Program Committee.

[12] The Committee refers to the Support for Success Program Committee.

Development Officer and I undertook the task of formulating the Program Proposal between the dates of September 1 and December 8, 1993.

On December 8, 1993, the School District's Staff Development Officer forwarded the first draft of the Proposal that she and I had developed for the "Support for Success" Program to the Area Superintendent responsible for the Program.

The Proposal

The primary objective of the Proposal was to outline a plan for the development and implementation of a formal school-based administrator mentorship program that focused on new school principals, assistant principals, and administrative interns. The mentorship program was operationalized as an extension of the internship program: Leadership Development Program, Phase III and was made mandatory for all newly appointed school-based administrators. The rationale for mandatory participation was in keeping with the Committee's commitment to and perception of the worth of mentorship and Recommendation 7.4; which states that protégés must be clearly informed about their expected participation status so as to alleviate any dissonance in understanding between program participants and program administrators. The Area-Superintendent responsible for the leadership program and the new program received the first draft of the Proposal on December 8, 1993. Senior District administrators received the Proposal on January 17, 1994 and approval followed. The Committee sought this approval for two reasons: the need for District sanctioning and in recognition of Recommendation 1.2 which states that upper level management commitment is necessary and required for successful program implementation and acceptance to occur. The Proposal then became the working outline for the "Support for Success" Mentorship Program.

Program Costs

The District Staff Development Officer and I determined program costs that met the needs of program implementation and operation. Program costs were contingent upon the number of new administrators anticipated to assume new responsibilities that year. The program plan mitigated costs by scheduling most workshops, visitations, and meetings on Tuesday afternoons because these afternoons were unencumbered on principals' calendars to allow them to attend District meetings. This strategy minimized the need for replacement teachers and subsequently lowered program costs. Additionally scheduled meetings took place after school hours and during late August. The program placed expectations on mentors and protégés that they create schedules that permitted their attendance.

Orientation, preparation, and protégé needs assessment occurred as part of the Leadership Development Program Phase III Internship and responded to Recommendations 2.1, 3.1, 6.2, 7.1, 7.3, 7.4, 8.1, 10.2, 13.1, 13.2, 13.3, 14.3, 15.1, 15.2, 17.1, 18.1, 18.2, 19.1, 19.2, and 20.1. Due to the overall program configuration, no additional costs were associated with the implementation of these three segments into the "Support for Success" Program.

The budget included replacement teachers for some administrators and miscellaneous supplies such as binders, paper, printing, mementos, and refreshments. These costs hinged on the number of individuals participating in the mentorship program. Some program costs were minimized because these items, such as printing, were dealt with "in house" by District Departments.

An additional expenditure was the provision of an individual to facilitate and assist in the coordination of the program. No extra consultant costs resulted in this regard as the expertise existed within the District. The program plan enabled me to act as "in-house" consultant through supplying me with occasional replacement time to facilitate the role.

The Program used District venues and therefore did not incur any additional facility costs.

Program Rationale

The Program Rationale, Goals of the Program, and Program Focus were all predicated upon Recommendations 2.1, 3.1, and 4.1 and specifically focused on the expectation that mentorship programs are intended to support employees new to a position and/or preparing/providing a work force capable of assuming vacated positions within the organization. The rationale for the formation of the mentorship program was based on the following:

- the trend to an aging school-based administrator population approaching retirement age based on the statistics of School District Y and other North American jurisdictions which denoted an increased need for a process of succession, specific training, and support. Mentorship programs facilitate this need,

- school administrator academic preparation alone did not totally prepare individuals to assume the school-based administrator role,
- first-year teachers and certain members of the private sector had experienced similar dilemmas and had implemented mentorship programs to successfully compensate or supplement academic shortcomings,
- mentorship programs provided a vehicle for collegial and individualized support in light of the District's move towards site-based management practices and increased school-based/administrator responsibilities and expectations,
- due to the trend to "downsizing" educational jurisdictions, Superintendents no longer had the opportunity to facilitate individualized development for newly appointed school-based administrators. Mentorship programs facilitate this development by using the expertise of experienced and respected tenured school-based administrators,
- mentorship provides an efficient and effective means for the acquisition of proven administrative practices,
- mentorship is a cost-effective investment in the success of future educational leaders,
- mentors are proven educational leaders whose wisdom, when utilized, serves to perpetuate the development of successful school-based administrators. Mentorship enhances the probability of success,
- recently placed school-based administrator suggested that a formal mentorship program was a desired form of support and training,
- caring and nurturing are the basic tenets of a mentorship program. Subsequently, a mentorship program was a natural and direct response to the Mission Statement of School District Y that maintained the same central focus, and
- the principal group requested it.

Goals of the Program

The Proposal outlined the program goals, all of which echoed the operational definition of mentorship espoused by the Committee and suggested in Recommendation 4.2.

- School-based administrators were expected to become more efficient and effective through mentorship program participation.
- The mentorship program participation was expected to provide for increased skill development in a safe, supportive, and non-evaluative environment.
- School-based administrators were expected to acquire new knowledge and skills more rapidly than they would have independently.
- Mentorship was expected to result in the protégé's achievement of higher standards of administrative performance within the District.

Program Focus

- The program name, Support for Success, indicated that the District not only selected new school-based Administrators, but also was actively prepared to support them by assisting them during their first year. The acceptance of a specific name and operational definition for the mentorship program was in response to Recommendation 4.1 that suggested that this practice would result in a clarification of roles, expectations, objectives, and procedures.
- This not so subtle message stated that "We the District want you the new school-based administrator to experience success as soon as possible and are willing to help you achieve that goal" (an acknowledgement of Recommendation 3.1)
- The "Superintendency" supported the inception of the program as a District initiative, which indicated feelings of support, trust, and caring from Central Office Personnel (an acknowledgement of Recommendation 1.2).

Beyond the Proposal

Executive Council accepted the Proposal in principle and the program began with the Superintendent's Program Introductory letter, a tangible expression of Recommendations 1.2, and 3.1 (Figure F1), being sent to District assistant principals, Executive Council, Directors, and school principals.

Steps 1 through 8 occurred as per the Proposal's outline with no changes made to the proposed plan.

Mentor and Protégé Selection.

The initial protégé selection to the program was straightforward. Membership in the mentorship program was a District expectation and contingent upon being a participant in the District Leadership Program and/or a member of the previous year's 34 member Leadership Pool[13] (Recommendation 7.4). The number of protégés expected to participate in the program altered in Step 20 of the Program. The initial number of candidates included all participants from the Leadership Pool while in Step 20 only those individuals promoted to school-based administration positions moved on in the process and were matched to mentors.

Mentor selection occurred differently from that of protégés. Originally, the expectation was that selection (see Step 17 of the proposal and Figure F2: Mentor Request Letter from the Superintendent and Nomination Form) was to occur through a process of self, peer, and

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[13] The Leadership Pool was a construct established by the District to house individuals who had successfully participated in the Leadership Program and deemed appropriate to assume school-based administrative postings as they arose.

superordinate nomination: in keeping with Murray's (1991) suggestions for selection. Subsequently, at the completion of the nomination process the list of nominated prospective mentors was to be evaluated by the "Support for Success" Program Committee and selection to a general pool was to occur based upon a tight fit between nominees and characteristics evident in research on effective mentors. The latter practice was in keeping with Recommendation 6.2 of this study. The nomination process took place as planned but the final mentor selection did not. The "Support for Success" Program Committee did not participate in the creation of the planned pool. Executive Council performed this task leaving the Committee unclear as to the rationale for the decision. It was evident however, that Executive Council was not prepared to delegate the responsibility for the creation of the Mentor Pool to anyone other than themselves. Executive Council established a pool of mentors; presumably taking into consideration the information provided them regarding the characteristics exhibited by effective mentors (Recommendations 6.1, 6.2, and 6.3), and then informed the District Staffing Officer of their selections. Executive Council's practice resulted in the Committee's inability to inform mentors as to why they were selected and consequently devalued a positive byproduct of Recommendations 7.1 and 7.2: the ability to reinforce the mentor's self-esteem by informing him/her of the high regard his/her talents are held in by the organization. The District Staffing Officer then contacted and invited individuals on this list to participate in the mentorship program as potential mentors. Final participation in the Program was contingent upon being matched during the matching segment of the Program (Recommendation 7.3).

Figure 5: The "Support for Success" Program Proposal PERT Chart

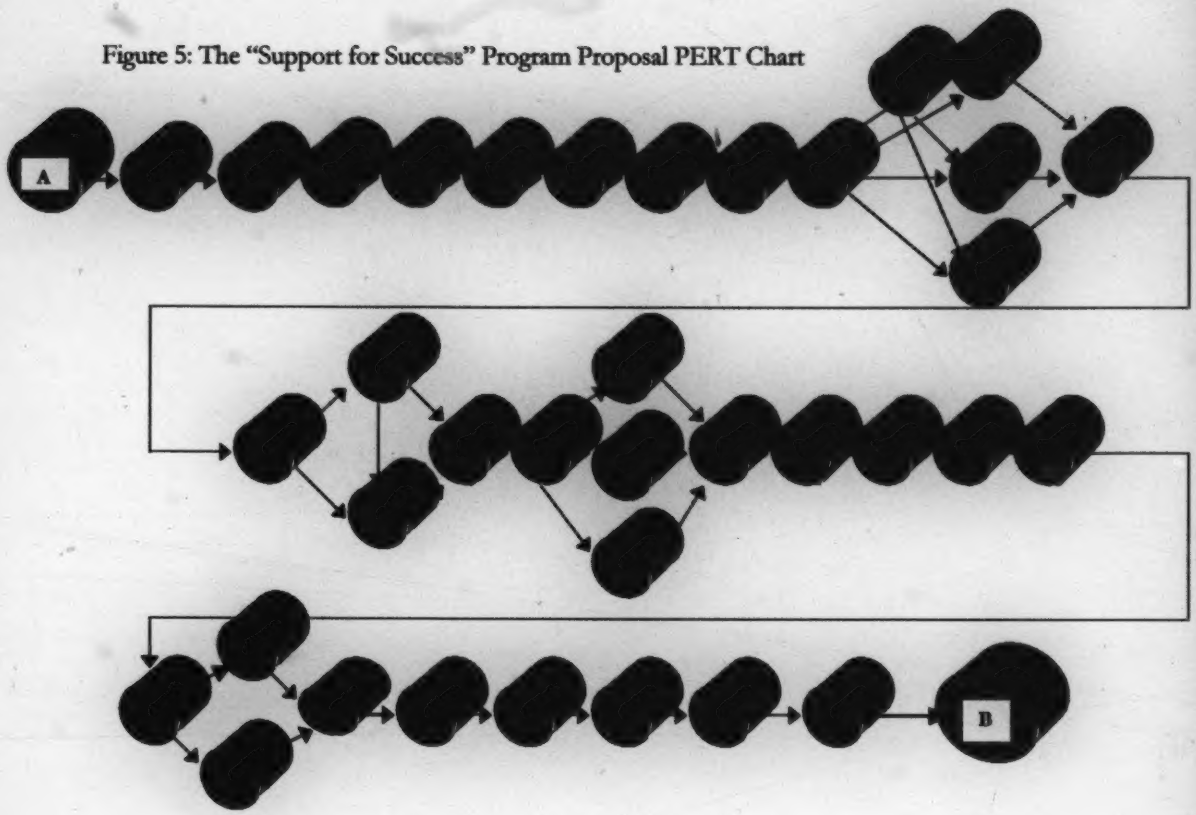

Table 30: The "Support for Success" Program Proposal Task and Timeline

	A. Beginning of the "Support for Success" Mentorship Program of School Y.
1. Discussions between the College of Principals and Central Office Personnel take place regarding the possibility of creating a mentorship program.	1. During the early part of the 1992 – 1993 School Year.
2. School District Staff Development Officer discusses the possibility and brings on this author as the program facilitator.	2. The author accepts in early January of 1993.
3. The Committee is struck.	3. In January of 1993
4. The Committee determines the organizational readiness of School District Y.	4. Completed during the spring of 1993.
5. The District Staff Development Officer and the Program Facilitator develop and write the first draft of the "Support for Success" Program Proposal.	5. First draft of the Proposal sent to the Area Superintendent for his critique by December 8, 1993.
6. The District Staff Development Officer and the Program Facilitator make final revisions to the Proposal.	6. Completed between December 9, 1993 and January 16, 1994.
7. The District Staff Development Officer and the Program Facilitator present the "Support for Success" Mentorship Program Proposal to the Executive Council made up of Senior District Administrators.	7. This task takes place on January 17, 1994.
8. Executive Council approves the Proposal.	8. Completed by January 31, 1994.
9. Marketing Strategy is developed (See Appendix 6: Superintendent's Letter).	9. Completed by February 15, 1994.
10. Timeline is developed.	10. Completed between February 15 and 20, 1994.
11. Program is advertised in the Administrator's, and Jurisdiction's official bulletins.	11. Letter is written by the Superintendent and sent out by February 15, 1994.
12. Program is explained to the Leadership Phase III leaders.	12. By February 15, 1994.
13. Program is explained at all the School-based Administrator Area Meetings.	13. By February 15, 1994.
14. Orientation and Nomination procedure is developed.	14. Between February 15, 1994 and February 28, 1994.
15. Letter of Orientation and Mentor Nomination Forms are sent out to Superintendents, Directors, Executive Council, Assistant Principals, and Principals (See Appendix 7: Draft Letter)	15. During the last week of February, 1994.
16. Process of Protégé Selection	16. Occur during the first week in March 1994.
17. Process of Mentor Selection	17. Occur during the first week in March 1994.

Table 30: The "Support for Success" Program Proposal Task and Timeline (continued)

18. Mentor Orientation Seminar	18. Takes place on March 22, 1994
19. Orientation Part II	19. Takes place on April, 12, 1994
20. Protégé to visit current administrative team of new placement.	20. Between May 3 and May 17, 1994.
21. The Telephone Survey for the Matching of Protégés and Mentors, and	21. Between May 3 and May 17, 1994.
22. The Strengths/Needs Profile is completed by participants.	22. Between May 3 and May 17, 1994.
23. Matching Process	23. May 18, 1994
24. Protégé/Mentor Matching Evening	24. May 18, 1994
25. Development and administration of the Interim Program Evaluation.	25. Developed, handed out, returned from May 21 to June 24, 1994.
26. Workshop	26. June 7, 1994
27. Individual meetings of Mentors with their Protégés prior to the beginning of the new school year.	27. To take place from mid to the end of August 1994.
28. Committee convened to determine the path of the program for the period of September, 1994 to June 1995.	28. During the first week of September, 1994.
29. Creation of the Mentor Planning Committee.	29. During the middle two weeks of September, 1994.
30. Creation of the Protégé Planning Committee.	30. During the middle two weeks of September, 1994.
31. The Protégé Meeting.	31. Takes place on October 11, 1994.
32. The Mentor Meeting.	32. Takes place on October 25, 1994.
33. The conjoint Protégé and Mentor Planning Committee meeting set a course of action for the remainder of the year.	33. Met during the first week of November 1994.
34. The writing of the "Support for Success" Mentorship Program Evaluation document.	34. Takes place during the month of April 1995.
35. The May Meeting, where the evaluation is handed out to participants.	35. Takes place on May 18, 1995.
36. The June Meeting, used to bring closure to the formal portion of the program.	36. Takes place the middle week of June.
	B. The end of the first year of the program.

Steps 18 and 19 of the process, the orientation of both groups, took place during the months of March and April of 1994. Members of each group were invited and welcomed into the program by letter (see Figure F3, Letter to Participants in the Internship Program). Prospective mentors and participants of the District Internship Program attended two separate orientation sessions. During these sessions I as the Program Consultant, presented the topics of: What is Mentorship?, Characteristics of Effective Mentors, Time Commitment?, Role of the Mentor?, Role of the Protégé?, Goal Setting, and completion of the Strengths/Needs Profile took place. These topics were selected in response to the expectations and suggestions stated in Recommendations 2.1, 4.1, 6.2, 6.3, 7.2, 10.1, 10.2, 10.3, 11.1, 11.2, 12.1, 12.2, 12.3, and, 12.4, respectively.

Matching Process.

Two tasks occurred before establishing matches between mentors and protégés: the Telephone Survey for the Matching of Protégés and Mentors, and the Strengths/Needs Profile: Steps 21 and 22 of the process. Each item furnished the "Support for Success" Program Committee with crucial information fundamental to each match. The District Staff Development Officer conducted the Telephone Survey (see Figure F4, Telephone Survey for the Matching of Protégés and Mentors) with each member of the Internship Program. During each interview the Staff Development Officer requested each protégé to verbally respond to seven areas perceived by the Committee to impact mentor/protégé matches: current level of administrative responsibility within the District, location of home, age, gender (Recommendation 17.1), administrative style, of self and desired mentor, future aspirations, and other. The item of "other" referred to any miscellaneous idiosyncratic topic(s) the protégé felt pertinent to their situation. The survey concluded with the Staff Development Officer requesting each protégé to select the names of three District Administrators from the list of pooled mentors (Recommendation 7.2). The objective of this latter exercise was two-fold: to determine any preference protégés may have had and to afford the protégé some choice as to whom they might work with, a practice in keeping with Recommendation 7.3.

As Program Consultant, I facilitated the other activity, the Strengths/Needs Profile: a practice reflective of Recommendation 2.1. This exercise included my using the Jurisdiction's Assistant-Principal and Principal Evaluation document to establish seven component and subsequent evaluative areas: religious and moral leadership, organization, decision making, interpersonal, personnel and program, professional/personal, and management. Each evaluative component included questions that sought to investigate the specific nuances of that component. Respondents were required to reply, using a Likert Scale -2 being low and +2 being high, to each question from two perspectives. One perspective referred to the administrator's perceived importance of the task (the Ideal Scale) while the other referred to the administrator's perceived current ability to perform that same task (the Real Scale). I analyzed each completed profile. The analysis included determining the mean of each component area for each scale. The two scales were then placed on orthogonal axes. The point of intersection of these axes for each response indicated the extant relationship between what the respondent perceived to be important and his/her actual perceived ability dealing with that same component. The greater the degree of congruency between the perceived ideal and perceived actual ability the greater the individual's strength within that area and the lesser the requirement for preparation or remediation. The entire rationale and subsequent methodology for this need assessment evolved from the Discrepancy Analysis Model described by Kaufman (1972). Responses falling within Quadrant One of the Actual versus Ideal Rating Scale indicate a high degree of congruency between the High Ideal Scale and the High Real Scale. Conversely, the greater the distance between the perceived High Ideal and perceived Low Real ability of a component the greater the individual's need for development or remediation. Responses falling within this component area, Quadrant Two of the Actual versus Ideal Rating Scale reveal this scenario. Figure 6 illustrates the process by presenting one component, Religious and Moral Leadership.

In Figure 6 the individual's mean score indicates that he/she has a mean of approximately +1 on the Ideal Scale and +1 on the Actual or Real Scale. The point of intersection is at a midpoint area in Quadrant One, which indicates that this is an area of reasonably high congruency between the Ideal and Real Scales and therefore an area of strength requiring little or no remediation. A score in Quadrant Two, a High Ideal Scale score and a Low Real Scale score however, would indicate a required need for development or remediation. An illustration of such a need would come about when an administrator's score for conflict management, perceived to be integral to his/her administrative role, fell into this quadrant. A score in Quadrant Three, Low Real and Low Ideal indicates an area of little value to the respondent and low ability and therefore little need for concern. Respondent skills falling in Quadrant Four indicate that the respondent places little value on tasks within this area but is highly proficient in dealing with them. Routine-type tasks undertaken by an individual better delegated to others would fall into this category.

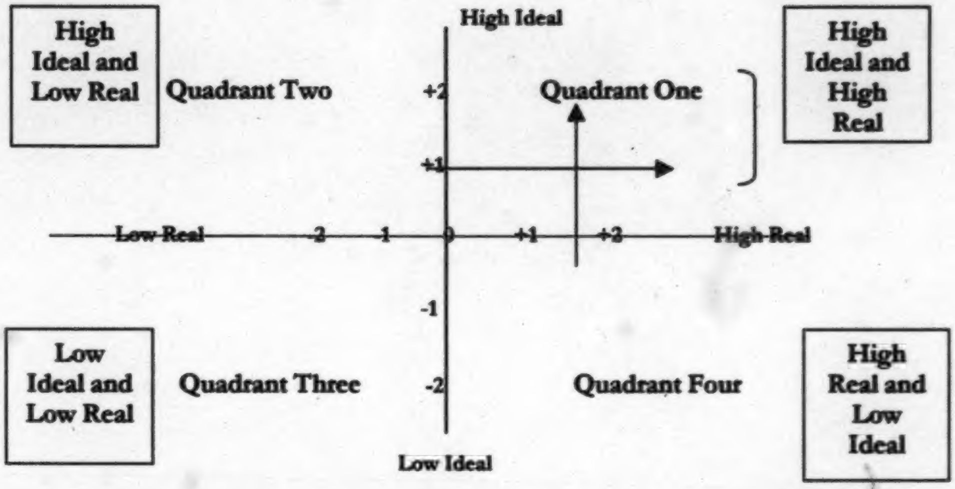
High Ideal and Low Real
Quadrant Two
High Ideal
+2
Quadrant One
High Ideal and High Real
+1
Low Real
-2
-1
0
+1
+2
High Real
-1
Low Ideal and Low Real
Quadrant Three
-2
Quadrant Four
High Real and Low Ideal
Low Ideal

Figure 6. Illustration of the plotting process as it pertains to one of the components, Religious and Moral Leadership.

The respondent and the "Support for Success" Program Committee were the only individuals privy to the results of the Telephone Survey and Strengths/Needs Profile. All participants received their results to familiarize themselves with their individual needs and strengths and therefore play an active role in their own personal professional development plans (Recommendation 2.1). This strategy allowed individuals who were not selected to administrative positions for that year the opportunity to strengthen their portfolios and skill levels prior to the onset of the next administrative selection cycle.

During the first week of May 1994, the District finalized administrative appointments and those appointed to new positions continued as protégés in the "Support for Success" Program. This resulted in the number of protégés dropping to twenty. The "Support for Success" Program Committee then compared the strengths of the mentors in the pool to the needs of the protégés, as presented by the Strengths/Needs Profile, and the individual protégé responses elicited during the Telephone Survey. Matches were then constructed: an action supported by Recommendations 8.1, 8.3, and 8.4. In all cases, matches occurred between protégés and one of the individuals they had originally listed during their Telephone Survey (Recommendation 7.3).

Cementing the Relationship (Step 8: Protégé/Mentor Matching Evening). The first meeting with both mentors and protégés in attendance occurred on May 18, 1994. The finalizing of matches occurred prior to this date as did confirmation, by mail. The Committee then constructed a specific agenda for the May 18, 1994 meeting (see Figure 7).

Support for Success
Beginning the Mentor/Protégé Relationship
Wednesday, May 18, 1994
7:00-9:00 p.m.

1. Welcome and Prayer
2. Introductions
3. "Developing the Relationship"
   - Questions for the Protégé to Consider (see F5)
   - Questions for the Mentor to Consider (see Figure F6)
   - The Importance of Constructing a Contract
   - The "Buy-out" Clause
4. Social – Wine and Cheese

Figure 7. The agenda established for the May 18, 1994 meeting of Mentors and Protégés of the "Support for Success" Mentorship Program.

The objectives of this meeting were to formally welcome mentors and protégés into the new District program, to introduce all protégés to all mentors and thereby establish possible foundations for future support groups, to answer any questions mentors and protégés had, to discuss specific and timely topics, and to give participants and program organizers an opportunity to socialize. The evening's activities were predicated on Recommendations 9.1, 9.2, 11.2, 12.1, 12.4, 13.1, 13.2, 14.2, 14.3, 15.1, 15.2, 16.1, 18.1, 18.2, 19.1, and 19.2 which suggest rather strongly post-matching orientation to be integral to the cementing of mentor/protégé relationships.

The June 7th Briefing Meeting. The Committee convened the June 7, 1994 meeting to address needs between partners in the relationship and any needs stemming from the May 18, 1994 meeting (Recommendation 10.2). No emergent difficulties became evident during the period from May 18 to June 7 and the month of June being traditionally chaotic in schools caused the Committee to rethink the notion of convening a June meeting. The District Staff Development Officer subsequently sent a letter to all mentors and protégés indicating the change in the Program schedule (see Figures F7 and F8, May 24th Letter to Mentors and Protégés). The Staff Development Officer then informed protégés that they were to schedule a meeting with the administrative team they would be joining in the Fall thereby, familiarizing themselves with the administrative teams, school operating procedures, prevalent school situations or problems, and school goals. After familiarizing themselves in these areas protégés met with their mentors and made use of the areas mentioned above as stimuli for discussions. During the month of June, protégés were also afforded the opportunity to "shadow[14]" an administrator of their choice including their mentor.

The Committee sought participant opinion regarding the "Support for Success" Mentorship Program to date (Recommendation 21.1). The Committee created an Interim Evaluation document (see Figure F9, Interim Evaluation) and sent it out to all participants with the May 24 Letter to Mentors and Protégés. Participants were to return this evaluation document to the District Staff Development Officer no later than June 24, 1994. Figure F10 reports the results of this interim Program evaluation. Mentor and protégé comments indicated that they were very pleased with the Program and that the Committee was meeting its prescribed objectives. Results did not indicate any need to change the Program for the Fall of 1994. The Committee felt that the mentor/protégé matches were successful by June 1994 and left the partnerships with only one further expectation: to meet one another in August before school began for the year. The primary goal of the August meeting was to offer protégés support, assistance, and ease anxieties.

The First Full Year of the Mentorship Program

The First Committee Meeting of the 1994-95 School Year

During the first week of September 1994, the Committee convened to determine the path of the program for the months of September 1994 through June 1995. Committee members discussed a comment found in research commonly made by protégés' and mentors' namely, wanting input into the mentorship process where the process directly affected them. The Committee unanimously agreed to heed this suggestion and subsequently re-established itself into two sub-committees, the Protégé Planning Committee and the Mentor Planning Committee, which included two mentors on the Mentor Planning Committee and two protégés on the Protégé Planning Committee (Recommendation 13.3). The primary role of these individuals was to liaise between the Committee and their respective participant groups. The Committee's agenda for the inclusion of these participants was to determine, on an ongoing basis, the feelings of individuals, the collective mood of each participant group regarding the progress of the program, and to incorporate the additive perceptions of participants in future planning. This sub-committee configuration remained for the duration of the school year.

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[14] "Shadowing" is the action of following someone and their routine for a period to familiarize themselves with the role and its expectations.

The Committee also considered the format and general configuration of protégé and mentor Program meetings. Protégé meetings took place before mentor and large group meetings. The rationale being that this scenario would allow protégé concerns and/or questions to arise and then act as stimuli for mentor and large group discussions.

The initial meetings of the Protégé Planning Committee and the Mentor Planning Committee occurred on September 20, 1994 and October 4, 1994 respectively. Members of each sub-committee employed these meetings to plan for upcoming group meetings, scheduled for October 11 and October 25. Meetings of participants, individually or collectively, did not occur as an element of the Program during the month of September. The Committee gave the need for a September meeting much thought before making the decision. Although a September meeting may have addressed some concerns, September was perceived to be extremely demanding and convening a meeting may have unduly added stress and aggravation to both mentors and protégés. The first group meetings were therefore postponed until October of 1994.

Group Sessions Throughout the Year

Protégés and mentors intentionally held their October meetings separately. The Protégé Planning Committee believed that the month of September would give protégés "a taste of

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their mentorship testimonials with the entire group during the remainder of the meeting. Protégé after protégé stood up, many visibly and emotionally shaken attesting to the positive value of their mentorship experience, the intensity of the bond they had cultivated with their mentors, and the growth and development the Program had facilitated within them. The mentor's testimonials paralleled those of their protégés. The majority of participants actively took part in the sharing of their testimonials and publicly thanked their partners for their contributions to a successful year. The Program, the year, and each partnership formally ended with all toasting one another during the social.

The "On-Hands" Involvement of the District Staff Development Officer

The role of the District Staff Development Officer was central to the creation, implementation, and evaluation of the "Support for Success" Mentorship Program and was in keeping with Recommendation 5.1 of this study. The incumbent possessed a clear vision of what the goals, expectations, and objectives of the program were and was committed to their attainment. This same individual possessed strong organizational and interpersonal skills, and personified leadership through "servanthood." The District Staff Development Officer's role included coordinating the Program, contacting members of the mentoring relationships throughout the year, acting as a mediator and monitor of the process, investigating needs that became apparent from conversations with the protégés, and acting as a facilitator of the "buy-out" clause. The Staff Development Officer conducted herself in a highly professional manner, was extremely personable, and committed to the success of the program. In conjunction with these characteristics she was also extremely organized and committed to a "servant leadership" role to Program participants.

Although the role included acting as a facilitator of the "buy-out" clause (Recommendations 14.1, 14.2, and 14.3) and acting as a mediator, the District Staff Development Officer reported that she had not been required to act in either capacity. She did however, schedule, and discuss, on an individual basis, concerns, issues, and suggestions with all protégés and mentors. The original format prescribed that this take place in person twice throughout the year, once between the months of September and December and again between January and April. It became apparent early in the Program that this was an untenable format to follow and the plan subsequently changed to the Staffing Officer completing the same task by telephone.

The Program Evaluation

The District Staff Development Officer and I assumed responsibility for authoring the "Support for Success" Program Evaluation Document before the May large group meeting. The District Staff Development Officer and I distributed the document to participants and questions and concerns were entertained at that meeting. The initial intent was that the District Staff Development Officer would receive all completed documents no later than the end of the month of May 1995 and analysis would follow with results reported to all participants at the June large group meeting. The latter objective did not occur as planned as the latter part of May and all of June were extremely busy for participants and all evaluations were not returned to the District Staff Development Officer until the end of the first week of July. The District Staff Development Officer analyzed all documents during July and August of 1995. Figure F15, the Support for Success Mentorship Program for Newly Appointed School-Based Administrators Evaluation Results (Protégés/Mentors) reports the results of the protégé and mentor evaluations. The evaluation document (Figure F14a and F14b) consisted of twenty nine questions, 24 were to be answered using a Likert Scale from 1 to 5 (1 indicating strong disagreement, 2 general disagreement, 3 neutral, 4 general agreement, and 5 indicating total agreement) and 5 short answer questions.

The first five questions of the evaluation dealt with goal setting, the budgeting process, human resource issues, and student issues. Protégés highlighted each of these categories as being important areas of consideration at their initial group meeting held during October of 1994. The mentors collectively ranked items 1, 2, 3, and 4 lower than did the protégés. The reason for this may well be that the mentors, being seasoned veterans, were more familiar with these areas and consequently found dealing with them through the mentorship program somewhat tedious or a duplication of information.

Table 31

Questions 1, 2, 3, 4, and 5 of the "Support for Success" Mentorship Program Evaluation Document and Results.

1. As a result of the Mentorship Program I am able to set realistic goals for myself as a School-Based Administrator		1 – Strongly Disagree	2 – Generally Disagree	3 – Neutral	4 – Generally Agree	5 – Totally Agree	Mean
	Ment.	0%	6%	69%	25%	0%	3.2
	Pro.	0%	5%	21%	53%	21%	3.9
2. As a result of the Mentorship Program I understand the Budgeting Process.	Ment.	12%	19%	50%	19%	0%	2.8
	Pro.	0%	17%	44%	39%	0%	3.2
3. As a result of the Mentorship Program I am able to deal competently with Human Resources issues.	Ment.	0%	6%	56%	38%	0%	3.3
	Pro.	0%	0%	12%	82%	6%	3.9
4. As a result of the Mentorship Program I am able to deal competently with Student issues.	Ment.	0%	13%	50%	37%	0%	3.3
	Pro.	0%	6%	6%	72%	17%	4.0
5. As a result of the Mentorship Program I understand the expectations of a Mentor/Protégé relationship.	Ment.	0%	0%	19%	56%	25%	4.1
	Pro.	0%	0%	16%	47%	37%	4.2

Protégés found the Mentorship Program instrumental in helping them set realistic goals for themselves, aided in their understanding of the budgeting process, enhanced their capability of dealing with human resource issues, as well as enhanced their competence level in dealing with student issues. Question 5 was the only question in this group that addressed a topic that was new to both mentors and protégés: the understanding of the expectations inherent to a mentor/protégé relationship. Mentors and protégés agreed, each group with a cumulative score of 81% and 84% respectively, that the program increased their understanding of the expectations inherent to a mentor/protégé relationship. Mentor responses for these five questions resulted in an aggregate mean score of 3.34 while protégés a score of 3.84.

Question 6 of the evaluation asked what area(s) mentors and protégés had become more knowledgeable in because of their mentorship relationship.

Table 32

Question 6 of the "Support for Success" Mentorship Program Evaluation Document, "As a result of the relationship with my mentor, I am more knowledgeable in the area(s) of:

Respondent Group	
Mentors/Without Orientation/Preparation	• What I can do to help administrators to… I know what I did/didn't do and being evaluative – what I would do if I were to do it again. • Independence. "Beginner" concerns. • Conflict resolution. The diversity of student population and the effect demographics can have on school cultures. Appreciation of the diversity in leadership styles and the effects on school culture.
Principal Protégés/Without Orientation /Preparation	• Sexual abuse disclosure, NMS, assignable time for certified staff, office staff expectations, a different format for newsletters.
Principal Protégés/With Orientation /Preparation	• Staff relationships – human elements – interaction. • Human resources and how to deal with situations which could become sticky etc. General confidence in my own abilities. Got that constant reassurance. • City restaurants, plans for retirement, pacing of self, devotion to job and family. • Policy, teacher conflicts and resolutions, working with children who deviate from the norm, and human resources. • The general interpersonal interaction of all staff members and the importance of being aware of the importance of this.
Assistant Principal Protégés/Without Orientation /Preparation	• Setting boundaries. • Appropriate expectations for a beginning assistant principal. • Expectations I had – whether they are real or not. Teacher evaluations. • Being understanding and being there for those I am responsible for.
Mentors/With Orientation/Preparation	• Issues and problems that are new to education and society as well as to the position of principal. • C.T.S. • The problems, the unknowns, of the newly appointed assistant principal. • Networking with others. Understanding and focusing on issues that seem to be of concern to most administrators. Focus on staff celebrations. • Listening, sharing ideas. • Being an administrator for some time I learned a few new things and learned more about the concerns of new administrators. On the specific topics above nothing was terribly new to me. • Needs of protégé, needs of teachers in leadership positions. • Human relations. We spent considerable time discussing staff relationships. This caused me to reflect more on my own unique situation. • Human resources! • The feeling of beginning in a new position.

Table 32

Question 6 of the "Support for Success" Mentorship Program Evaluation Document, "As a result of the relationship with my mentor, I am more knowledgeable in the area(s)of: continued

Assistant Principal Protégés/With Orientation /Preparation	• Relationships, building community, setting goals, developing and defending a personal vision, highlight the strengths, working with staff, conflict resolution, problem solving, reflective practice. • Staff evaluation and support functions. School promotion. • Personal relationships. Dealing with parent issues. • Role and need to be patient – as time provides experience and experience provides learning = growth. • My expectations for myself and for my staff are more realistic – my mentor often gave me a reality check. • Goal-setting/sticking to: accountability, believing in myself, facing problems dead-on, taking risks, sticking to my beliefs. • Humor relationships – being able to take myself less seriously. Set realistic goals. • Dealing with staff concerns (working out conflicts among staff).

Mentors that had not experienced the orientation/preparation portion of the program attributed fewer increased knowledge areas to their relationship than did those mentors who had this additional experience. Collectively, mentors indicated that they were more knowledgeable in the needs and concerns of the "beginner" administrator and conflict resolution. The former group of mentors stated that they had accrued additional knowledge in the area of their own conduct throughout the relationship; while the latter group mentioned empathetic listening, human relations, scenario surrounding the "newness to the position," and networking.

Each of the items mentioned by this last group of mentors were addressed during the orientation/preparation segment of the program: a possible argument for mandating inclusion of all mentors for the entire length of the program. Principal protégés, with and without orientation/preparation, stated that they became more knowledgeable in the areas specific to the job itself. For example, staff relationships, dealing with "sticky" issues (conflict resolution), pacing of self, devotion to job and family, policy, and management concerns.

Assistant principal protégés, with and without orientation/preparation, concurred with their principal counterparts regarding becoming more knowledgeable in areas specific to the job itself: staff concerns, goal setting, setting of boundaries, and realistic self-expectations.

Assistant principal protégés added to the list and stated that they also became more knowledgeable in building community, developing and defending a personal vision, staff evaluations and the support function, the need for patience and humor in their role, and the need for understanding and "being there" for those they are responsible for.

Of substantial importance to question 6 is the resultant knowledge that mentors and protégés, regardless of whether they attended the orientation/preparation segments of the program, all felt that they had gained knowledge due to their participation in this type of relationship and program.

Question 7 of the evaluation asked mentors and protégés what areas they felt they had become more knowledgeable in due to the written materials provided. Mentors responded that they had become more knowledgeable in the areas of time management, conflict resolution, and selection and matching to their protégés. Principal and assistant principal protégés listed a number of written job-related items such as budget, policy documents, manuals as well as the literature on goal setting, and consensus building.

Program organizers intended written materials to supplement the needs of mentors and protégés. Based upon mentor/protégé responses this objective was met and proved to be productive for both groups.

Table 33
Question 7 of the "Support for Success" Mentorship Program Evaluation Document As a result of the written material provided in the Mentorship Program I am able to demonstrate knowledge in the area(s) of:

Respondent Group	
Mentors/Without Orientation/Preparation Mentors/With Orientation/Preparation	• Management of time. Dealing with and initiating change. • Relationship issues in human resources. On the process of being an administrator. • The mentor/protégé relationship. • Conflict resolution. Site-based decision-making. • Dealing with parents. • Selection and matching of protégés. Perhaps a little more insight into my style of administration. • Human relations. • Too much time has passed and this was not an area of focus.
Principal Protégés/With Orientation/Preparation	• How to read the budget printout and understand it somewhat. • Filling binders. • Budgeting, NMS system, Human Resources (still a lot to learn), student issues. • Allocations of staff, funds, use of NMS.

Table 33

Question 7 of the "Support for Success" Mentorship Program Evaluation Document As a result of the written material provided in the Mentorship Program I am able to demonstrate knowledge in the area(s) of: (continued)

Principal Protégés/Without Orientation/Preparation	• Budget, goal-setting, consensus building.
Assistant Principal Protégés/With Orientation/Preparation	• Too much time/monthly information shared at monthly meeting with mentor. We focused on all aspects of position at our own monthly dinner meetings. • Celebration and spiritualization. • Responsibilities. It has provided a springboard to further discussions. • Human resources issues. • Policies and discipline. • Roles and relationships, conflict and consensus-building, staff relationships, some site-based management. • Organizing my time and energy.
Assistant Principal Protégés/Without Orientation/Preparation	• Mentorship – pros. • Policy, goal-setting. • Leadership and what encompasses mentorship. • Ways of resolving conflicts. Setting goals.

Questions 8 and 9 asked mentors and protégés about their feelings regarding District support for newly appointed school-asked administrators and about mentorship as an effective support strategy.

Table 34

Questions 8 and 9 of the "Support for Success" Mentorship Program Evaluation Document and Results.

8. I feel that district support is essential for the newly appointed School-Based Administrator.		1– Strongly Disagree	2 – Generally Disagree	3– Neutral	4– Generally Agree	5– Totally Agree	Mean
	Ment.	0%	6%	6%	25%	63%	4.4
	Pro.	0%	0%	0%	21%	79%	4.8
9. I feel mentorship is a highly effective means of providing support to the newly appointed School-Based Administrator.	Ment.	0%	0%	0%	63%	37%	4.4
	Pro.	0%	0%	6%	22%	72%	4.7

Mentors and protégés overwhelmingly agreed that District support was essential to newly appointed school-based administrators. Cumulatively, mentors agreed by an 85% margin and protégés by 100%. All of the mentors perceived mentorship to be an effective means of support while 94% of protégés agreed with their mentor counterparts. Mentor responses resulted in an aggregate mean score for these two questions of 4.4 while protégés a score of

4.75. This high degree of agreeability indicates that certain responsibility be placed on school jurisdictions for the support of its new appointees and speaks highly to mentorship as being that vehicle of support.

Question 10 asked mentors and protégés about their feelings regarding their level of preparedness to participate in the mentorship program.

Table 35

Question 10 of the "Support for Success" Mentorship Program Evaluation Document and Results

10. I feel that I was adequately prepared for my participation in the Mentorship Program.		1– Strongly Disagree	2– Generally Disagree	3– Neutral	4– Generally Agree	5– Totally Agree	Mean
	Ment.	0%	19%	38%	38%	6%	3.3
	Pro.	5%	5%	11%	32%	47%	4.1

Scores indicate that both groups felt that their level of preparedness was adequate but with protégé responses noticeably higher that mentors, 80% to 44%. Thirty-eight percent of mentors placed their level of preparedness in the neutral area while only 11% of protégés perceived their preparedness in the same fashion.

These scores indicate that mentors may not have felt as prepared to participate in the program, as did the protégés or that they were unclear as to what was meant to be prepared for such a role. Because of the relatively high percentage of mentors perceiving this statement in the neutral area, 38%, it would be advisable to determine the reason prior to the onset of another cycle of the mentorship program. Mentors responses resulted in a mean score of 3.3 while protégés a score of 4.1. Research indicates that participation in a mentorship program can result in accelerating the learning required by newly appointed school-based administrators. Question 11 investigated this premise.

Table 36

Question 11 of the "Support for Success" Mentorship Program Evaluation Document and Results

11. I feel that the Mentorship Program quickens the learning of the newly appointed School-Based Administrator.		1-Strongly Disagree	2-Generally Disagree	3- Neutral	4-Generally Agree	5- Totally Agree	Mean
	Ment.	0%	0%	6%	63%	31%	4.4
	Pro.	0%	0%	12%	44%	44%	4.3

Mentors indicated by a margin of 94% that they agreed that participation in the Program quickened the learning of the newly appointed school-based administrator. Protégé responses were quite high and in agreement with their mentor counterparts at 88%. Mentors responses resulted in a mean score of 4.4 while protégés a score of 4.3. The consistency of mentors and protégés at such a high level of agreeability, an aggregate mean of 91%, indicates that mentorship not only acts as a productive support vehicle but as an effective and efficient teaching tool as well.

Questions 12, 13, 20, and 21 investigated the area of mentorship program participation facilitating more contacts and richer support networks than not participating did. Question 20 served as a check question for Question 12 while Question 21 checked the truthfulness of the response of Question 13. Forty-four percent of the mentors responding to Question 12 and 50% to Question 20 believed that they had formed additional contacts with other school-based administrators by participating in the Program.

Ninety percent of the protégés in Question 12 and 91% in Question 20 believed that they had made additional contacts with school-based administrators by participating in the Program. The lower showing of mentors is most certainly associated with their having already established substantial networks prior to participating in the Program due to their longevity within the organization. The protégés, due to their recent promotions and their relative newness to their positions, were introduced into a circle of colleagues they had had little access to prior to their promotions. Consequently, protégés felt that the Program was more advantageous to their professional network creation than did their mentor colleagues. Of particular interest is that approximately 47% of tenured mentors perceived that they had made additional contacts, which indicates that one benefit of program participation might be a widening of one's existing network base. Another benefit, to protégés, is that participation in a mentorship program is an effective way to introduce appointees, in a meaningful way to a large number of tenured, productive, and effective administrators.

Fifty-one percent of the mentors responding to Question 13 and 44% of the mentors to Question 21 believed that participation in the mentorship program afforded them the opportunity to expand their support network. Ninety-five percent of the protégés responding to Question 13 and 90% of the protégés to Question 21 felt that program participation resulted in the opportunity of forming larger support networks with other school-based administrators. Again, the higher percentage of protégés recognizing the support value of colleagues due to program participation is not that astonishing but the additional merit perceived by tenured mentors is. The central focus of any mentorship program is that of assisting the protégé but again a substantial by-product benefit has been identified for the mentor: a widened support network of competent colleagues. Mentors responses resulted in an aggregate mean score for these four questions of 3.55 while protégés a score of 4.375.

Table 37

Questions 12, 13, 20, and 21 of the "Support for Success" Mentorship Program Evaluation Document and Results.

		1 – Strongly Disagree	2 – Generally Disagree	3 – Neutral	4 – Generally Agree	5 – Totally Agree	Mean
12. I believe I formed more contacts with other School-Based Administrators while participating in the Mentorship Program than I would have without the program.	Ment.	6%	13%	38%	25%	19%	3.9
	Pro.	0%	5%	5%	21%	68%	4.5
13. I believe the Mentorship Program provided me with a richer network of support from other School-Based Administrators than I would have had without the program.	Ment.	6%	25%	19%	38%	13%	3.6
	Pro.	0%	0%	5%	37%	58%	4.5
20. The Mentorship Program afforded me the opportunity to form contacts with other School-Based Administrators.	Ment.	6%	19%	25%	31%	19%	3.4
	Pro.	0%	5%	5%	44%	47%	4.3
21. The Mentorship Program afforded me the opportunity to form larger support networks with other School-Based Administrators.	Ment.	6%	19%	31%	31%	13%	3.3

Trust and sensitivity to the needs of the protégé are fundamental to the establishing of any effective mentorship relationship. Questions 14 and 15 asked mentors and protégés about whether they felt their partners to be trustworthy and whether they felt that as mentors they were sensitive to the needs of the protégés or as protégés whether they felt that their mentors were sensitive to their needs.

The results of Question 14 strongly indicate that mentors and protégés perceived their partners as being trustworthy. Ninety-four percent of the mentors and 95% of the protégés were in agreement with this statement. In Question 15, 94% of the mentors believed that they were sensitive to the needs of their protégé, while 95% of the protégés concurred with this observation.

Table 38

Questions 14 and 15 of the "Support for Success" Mentorship Program Evaluation Document and Results.

14. I feel that my mentor/protégé is someone I can trust.		1 – Strongly Disagree	2 – Generally Disagree	3 – Neutral	4 – Generally Agree	5 – Totally Agree	Mean
	Ment.	0%	0%	6%	25%	69%	4.8
	Pro.	0%	0%	5%	11%	84%	4.8
15. I feel that my mentor was sensitive to my needs as a newly appointed School-Based Administrator.	Ment.	0%	6%	0%	63%	31%	4.2
	Pro.	0%	0%	5%	32%	63%	4.6

The corroboration of mentors' responses by protégés in conjunction with the high level of agreeability among both groups is a strong indicator of the basic need for trustworthiness and sensitivity in such a relationship and program. Furthermore, these results are imperative to the overall success of a mentorship program. Mentors responses resulted in an aggregate mean score for these two questions of 4.5 while protégés a score of 4.6.

Questions 16 and 17 dealt with the manner in which mentors and protégés felt participant sessions should take place. Question 16 inquired as to the value of holding separate protégé, mentor sessions, and question 17 about holding joint sessions as a large group including mentors and protégés.

Mentor responses were considerably lower than those of the protégés to both of these questions. The mean of mentor responses for question 16 was 3.3 versus 4.2 for protégés and 3.9 for question 17 versus 4.5. Forty-four percent of the mentors agreed that there was merit in holding protégé-only sessions while 85% of protégés agreed. These results indicate a collective perception that protégés did need some time within the process away from mentors but that mentors however, believed that more time should have been spent in joint activities and meetings.

Table 39

Questions 16 of the "Support for Success" Mentorship Program Evaluation Document and Results.

16. I feel that there was value in the sessions that were held for protégés only.		1 – Strongly Disagree	2 – Generally Disagree	3 – Neutral	4 – Generally Agree	5 – Totally Agree	Mean
	Ment.	0%	19%	38%	38%	6%	3.3
	Pro.	0%	0%	16%	53%	32%	4.2

Table 39

Questions 17 of the "Support for Success" Mentorship Program Evaluation Document and Results.

17. I feel there was value in the sessions that were held for mentors and protégés together.		1 – Strongly Disagree	2 – Generally Disagree	3 – Neutral	4 – Generally Agree	5 – Totally Agree	Mean
	Ment.	0%	13%	19%	38%	31%	3.9
	Pro.	0%	0%	0%	53%	47%	4.5

Question 17 corroborated these findings: 69% of the mentors and 100% of the protégés agreed that there was value in holding joint mentor/protégé sessions. The prominence of the protégé responses to both questions indicates the value placed on both strategies by protégés: protégés felt strongly that they required time away from their mentors within the process as well as strongly about meeting in joint sessions. Mentors however, felt that more time should be spent in joint meetings and activities.

Question 18 investigated participant perceptions to having principals act as mentors for newly appointed assistant principals.

Table 40
Question 18 of the "Support for Success" Mentorship Program Evaluation Document and Results.

18. I feel that a principal is an appropriate mentor for a new assistant principal.		1 – Strongly Disagree	2 – Generally Disagree	3 – Neutral	4 – Generally Agree	5 – Totally Agree	Mean
	Ment.	6%	13%	0%	31%	50%	4.0
	Pro.	5%	16%	16%	32%	32%	3.7

The protégés' collective response to this question is quite telling (protégés 64% and mentors 81% agreed with the statement) as it was one of the lowest mean scores of all protégé responses and was lower than that of the mentors. Mentors responses resulted in a mean score of 4.0 while protégés a score of 3.7. This response indicates that assistant principal protégés were not overly accepting of principals acting as their mentors and would have preferred other assistant principals acting in this capacity, a belief in keeping with research. The original proposal for the "Support for Success" Mentorship Program suggested the pooling of assistant principal mentors but Executive Council vetoed the suggestion.

Question 19 asked mentors and protégés about the appropriateness of the matching process that was used in their relationships.

Table 41
Question 19 of the "Support for Success" Mentorship Program Evaluation Document and Results.

19. I feel that the process that was used to match mentors with protégés was appropriate.		1 – Strongly Disagree	2 – Generally Disagree	3 – Neutral	4 – Generally Agree	5 – Totally Agree	Mean
	Ment.	6%	13%	44%	19%	19%	3.3
	Pro.	0%	21%	32%	26%	21%	3.5

Mentor and protégé responses to Question 19 indicate a need for review regarding the matching process that was used. Only 47% of the protégés and 38% of the mentors agreed with the appropriateness of the process: the lowest scores for items dealing with issues specific to the mentorship process. The mean for mentor responses was 3.3 and protégés 3.5. The lower mentor/protégé aggregate mean of 3.4 strongly indicates a difficulty in either the way the matching process was facilitated or how participants were educated about it.

Question 22 was made up of thirteen sub-questions.

Table 42

Question 22 of the "Support for Success" Mentorship Program Evaluation Document and Results.

22. The Mentorship Program provided me with a mentor who: • was accessible,		1 – Strongly Disagree	2 – Generally Disagree	3 – Neutral	4 – Generally Agree	5 – Totally Agree	Mean
	Ment.	0%	0%	13%	63%	25%	4.1
	Pro.	5%	55	5%	26%	58%	4.3
• modeled positive qualities of leadership,	Ment.	0%	0%	6%	75%	19%	4.1
	Pro.	0%	0%	0%	16%	84%	4.8
• was supportive.	Ment.	0%	0%	0%	50%	50%	4.5
	Pro.	0%	0%	5%	26%	68%	4.6
• was an empathetic listener,	Ment.	0%	0%	12%	38%	50%	4.4
	Pro.	0%	0%	0%	16%	84%	4.8
• encouraged me (the protégé) to take risks,	Ment.	0%	0%	25%	50%	25%	4.0
	Pro.	0%	0%	11%	47%	42%	4.3
• encouraged me (the protégé) to seek my (their) own solutions,	Ment.	0%	0%	19%	56%	25%	4.1
	Pro.	0%	0%	16%	47%	37%	4.2
• contributed to my (the protégé) professional growth,	Ment.	0%	13%	19%	56%	13%	3.7
	Pro.	0%	0%	16%	37%	47%	4.3
• had a positive influence on me (the protégé),	Ment.	0%	0%	19%	63%	19%	4.0
	Pro.	0%	0%	5%	32%	63%	4.6
• was open to a number of solutions,	Ment.	0%	0%	6%	63%	31%	4.3
	Pro.	0%	0%	11%	39%	50%	4.4
• helped (the protégé) me develop my (their) own leadership style,	Ment.	0%	6%	19%	56%	19%	3.9
	Pro.	0%	0%	16%	37%	47%	4.3
• contributed to my success (success of the protégé),	Ment.	0%	6%	25%	50%	19%	3.8
	Pro.	0%	0%	16%	47%	37%	4.2
• added to my (the protégé) awareness of the political realities of the District, and	Ment.	0%	0%	31%	56%	13%	3.8
	Pro.	0%	5%	21%	37%	37%	4.0
• involved me (the protégé) in the social structures of the District.	Ment.	0%	19%	31%	38%	13%	3.4
•	Pro.	0%	11%	26%	47%	16%	3.7

Each sub-question dealt with a characteristic expected to be exhibited by effective mentors as stated in research. Mentors responded to whether they perceived themselves as utilizing these characteristics with their protégés and protégés responded to whether they perceived their mentors as using this characteristic in their dealings with them. The mentor characteristics investigated were: accessibility, model of positive leadership qualities, supportiveness, empathetic listening, encouraging of risk taking, encouraging of individual solution investigation, contributor to professional development, positive influence, openness and flexibility, contributor to protégé success, contributor to protégé leadership style discovery, teacher of organization's political realities, and involved protégé in social structures of the organization.

When comparing mentor to protégé responses eight of thirteen characteristics fell within the same quarteriles. This indicates a reasonably high level of agreement in perception between what the mentors perceived themselves to have done and what the protégés in fact said mentors did while in their relationships. Of the thirteen characteristics mentors and protégés agreed upon the importance of the mentor exercising empathetic listening skills, being supportive, being accessible, encouraging protégés to take risks, helping the protégé to develop their own leadership styles, adding to the protégé's awareness of the District political realities, contributing to the success of the protégé, and involving the protégé in the social structures of the District.

Mentor responses for these thirteen sub-questions resulted in an aggregate mean score of 4.01 while protégés a score of 4.35. These scores indicate that the mentors of the Support for Success Mentorship Program utilized the characteristics expected of effective mentors while working with their protégés. In descending order of value mentors and protégés perceived these characteristics in the following way:

Table 43

The Values Mentors and Protégés Placed on the Thirteen Characteristics Perceived to be Found in Effective Mentors.

Mentors			Protégés		
Characteristic	Mean	Rank	Characteristic	Mean	Rank
• Was supportive.	4.5	1.	• Was supportive.	4.6	3.
• Was an empathetic listener.	4.4	2.	• Was an empathetic listener.	4.8	1.
• Was open to a number of solutions.	4.3	3.	• Was open to a number of solutions.	4.4	5.
• Encouraged me (the protégé) to seek my (their) own solutions.	4.1	4.	• Encouraged me (the protégé) to seek my (their) own solutions.	4.2	10.
• Was accessible.	4.1	5.	• Was accessible.	4.3	6.
• Modeled positive qualities of leadership.	4.1	6.	• Modeled positive qualities of leadership.	4.8	2.
• Had a positive influence on me (the protégé).	4.0	7.	• Had a positive influence on me (the protégé).	4.6	4.
• Encouraged me (the protégé) to take risks.	4.0	8.	• Encouraged me (the protégé) to take risks.	4.3	9.
• Helped (the protégé) me develop my (their) own leadership style.	3.9	9.	• Helped (the protégé) me develop my (their) own leadership style.	4.3	8.
• Contributed to my success (success of the protégé).	3.8	10.	• Contributed to my success (success of the protégé).	4.2	11.
• Added to my (the protégé) awareness of the political realities of the District.	3.8	11.	• Added to my (the protégé) awareness of the political realities of the District.	4.0	12.
• Contributed to my (the protégé) professional growth.	3.7	12.	• Contributed to my (the protégé) professional growth.	4.3	7.
• Involved me (the protégé) in the social structures of the District.	3.4	13.	• Involved me (the protégé) in the social structures of the District.	3.7	13.

Question 23 asked mentors and protégés whether they wished to continue the relationship with their partners at the completion of the formal one-year period.

A slightly higher percentage of protégés than mentors stated that they wished to continue their relationship after the completion of the formal period, 84% to 81%.

Table 44

Question 23 of the "Support for Success" Mentorship Program Evaluation Document and Results.

23. I wish to continue my relationship after the Program formally ends.		1 – Strongly Disagree	2 – Generally Disagree	3 -Neutral	4 – Generally Agree	5 – Totally Agree	Mean
	Ment.	0%	6%	13%	25%	56%	4.3
	Pro.	5%	0%	11%	26%	58%	4.3

Of considerable importance is the collective agreement between both groups that they wanted a continuation of the relationship with a mean of 4.3. This indicates that both groups were generally pleased with their experience within the program and the people they were matched to.

Questions 24, and 25 asked mentors and graduant protégés about their willingness of to assume future mentor roles.

Table 45

Questions 24 and 25 of the "Support for Success" Mentorship Program Evaluation Document and Results.

24. As a result of the Mentorship Program I would be willing to assume the role of a mentor.		1 – Strongly Disagree	2 – Generally Disagree	3 - Neutral	4 – Generally Agree	5 – Totally Agree	Mean
	Ment.	0%	7%	7%	40%	46%	4.3
	Pro.	5%	0%	11%	32%	53%	4.2
25. As a result of the Mentorship Program I am capable of assuming the role of a mentor.	Ment.	0%	0%	0%	50%	50%	4.5
	Pro.	5%	0%	11%	44%	40%	4.1

In Question 24, eighty-six percent of the mentors stated that they would act as mentors again based on their experience in the "Support for Success" Program while 75% of the graduant protégés stated that they would be willing to act as mentors in the future.

In Question 25, 100% of mentors and 84% of protégés responded that they felt capable to assume the role of mentor in subsequent programs. Mentors responses resulted in an aggregate mean score for these three questions of 4.37 while protégés a slightly lower score of 4.2. The results of these two questions indicate that the preparation of mentors was acceptable and the overall experience was positive for both groups.

A strong indicator of how effective a program is, is the participant response to the question of whether the program should continue in the future. Question 26 of the evaluation document asked this question.

Table 46

Question 26 of the "Support for Success" Mentorship Program Evaluation Document and Results.

26. The mentorship Program should be available to the newly appointed School-Based Administrator as a form of support from the District.		1 – Strongly Disagree	2 – Generally Disagree	3 - Neutral	4 – Generally Agree	5 – Totally Agree	Mean
	Ment.	0%	6%	13%	19%	63%	4.4
	Pro.	0%	0%	5%	16%	79%	4.2

Eighty-two percent of the mentors and 95% of the protégés agreed that a mentorship program should be available to future newly appointed school-based administrators. Mentors mean response was 4.4 and protégés 4.2. On a five-point scale, an aggregate mean of 4.3 is a strong indicator of a successful and effective program.

Question 27 gave participants the opportunity to report what they perceived to be the strongest elements of the "Support for Success" Mentorship Program.

Mentors listed the following components:

- opportunity for new people to get together, to share, and to network,
- the opportunity to have someone to call in any eventuality,
- doing needs assessment and following it through,
- formalized mentorship for those administrators without connections,
- providing a focus for newly – appointed administrators to examine and reflect on the various aspects of the,
- opportunity for informal discussions within a structured framework,
- the opportunity to be a reflective practitioner, and
- non-threatening.

Protégés perceived the following as the strongest elements of the "Support for Success" Mentorship Program.

- The networking that follows participation in the workshop type of activities.
- Its purpose is relevant and is increasingly necessary as our district evolves.
- New administrators need support of experienced leaders and the gathering, as a large group to address issues is important and useful.
- Having support and knowing someone is there when/if you need them.
- Gave new administrators the confidence to lead and made me realize I am capable.
- Having the opportunity to meet, share, and discuss issues we are experiencing as new administrators with someone who listens and can suggest solutions – with an outside perspective.
- One-on-one consultation with another practitioner.
- Appreciated the input in requesting a mentor who models in action the beliefs we share. Meeting and getting to know other administrators – new as well as experienced.

Question 28 dealt with aspects of the program participants would change if given the opportunity to do so. Mentors suggested changes to the program in the following ways:

- the matching of mentor-protégé was a problem due to the lateness of the appointment. The physical distance between school did not allow for easy access and face to face contact,
- get more "hands on" practical things done: the "nitty, gritty,"
- meet more often (both formally and informally),
- matching of mentor/protégé,
- does the newly appointed person understand the nature of availability?
- personal time with protégé with the time. (I.E. possibly a 2-day retreat, away as a group – time to discuss issues). Two intensive days and schedule time together after retreat might be better,
- the sessions were too far apart to be evaluated appropriately at this time. We needed more input from the mentors in helping to design the sessions,
- identify some initial connectedness for the matching process,
- having more common time and work jointly on projects with protégé. Project would assist in bonding. More sharing in problem solving situation,
- more intense information in areas, and

- arrange mentor/protégé according to division. Although there are, many similarities in administration there are peculiarities associated with each of the three divisions, elementary, junior high, and senior high.

Protégés suggested changes to the program in the following ways:

- allow protégés to choose their own mentors,
- more meat in all areas,
- more contact with the protégés,
- fewer Lecture style sessions and theoretical jargon,
- match mentors, perhaps with someone who is in the same administrative position,
- more sessions and some input as to the topics to be discussed,
- a few sessions with just the protégés to discuss issues and problems, and
- more hands on training sessions (i.e. budgeting, etc.).

The Reporting Procedure.

The Committee initially scheduled reporting the "Support for Success" Mentorship Program Evaluation analysis to participants at the concluding June meeting. This did not occur for reasons cited earlier. During the summer of 1995, School District Y hired a new Superintendent and one of his mandates was the restructuring of the jurisdiction to meet expectations placed on all provincial school jurisdictions by the Provincial Government. This restructuring resulted in the dispersal of a substantial number of district roles and departments and subsequently their tasks assumed by schools through site-based management practices. This change greatly influenced the District's Human Resources Department. The Staff Development component, an integral part of the Human Resources Department, and all its initiatives were subsequently classified as redundant and affected staff were deployed to other roles within the District. This action resulted in the tabling of the "Support for Success" Mentorship Program Evaluation Document. Given the still present dilemma regarding succession at the school-based administrative level a reawakening to planning has occurred during the 1998 – 1999 school year and one human resource initiative has reappeared, mentorship for newly appointed administrators. In accordance with this initiative members of the current Board of Trustees have requested a copy of this dissertation.

Conclusion

The "Support for Success" Mentorship Program of School District Y resulted as a response to the perceived need of newly appointed school-based administrators for support during their first year. The organizational readiness of the jurisdiction allowed for discussions to take place that resulted in the subsequent creation and implementation of the program. Research results supplied the information from which program components were constructed. The Support for Success Mentorship Program fulfilled its mandate and proved to be highly successful based on the responses of its participants.

CHAPTER NINE

STUDY SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This final chapter summarizes the study's proceedings, addresses the major research questions that were asked, reports the findings that were discovered, and suggests implications for further study.

Summary of the Study

Historical Perspective

The 1960's and 1970's gave witness to substantial growth in the North American population of school-aged children: a direct byproduct of the post-war "Baby Boom." This phenomenon, in conjunction with society's positive predisposition to educating its young, gave rise to an increased need for schools, teachers, and school-based administrators. Subsequently, large numbers of young educators were thrust into school-based administrative roles earlier in their careers than were their predecessors; consequently reaching the potential age of retirement at approximately the same time: during the 1980's and 1990's. This scenario has proven to be common and endemic throughout North American school jurisdictions.

During the 1980's, many educational prognosticators suggested that senior school jurisdiction personnel would replace these retired or retiring individuals by the turn of the millennium: this has not proven to be entirely the case. Although many aging school-based administrators have retired throughout the 1980's and 1990's, many have yet to reach the age of retirement but will do so early in the new millennium. The school-based administrator retirement situation has necessitated senior school jurisdiction personnel to focus concerted effort on devising and initiating tenable succession plans. These succession plans have not only dealt with the processes and procedures inherent to staff replacement but also on the organization's committed actions to successors during and beyond replacement. Smooth succession plan implementation has been mitigated by new appointees finding themselves ill prepared to assume their new roles predicated solely upon academic preparation. This latter condition has given rise to school jurisdictions supplementing new appointee professional growth and development by incorporating "on-the-job training" and planned vehicles of support. The support vehicle of choice by school jurisdictions in many instances has been the implementation of formal mentorship programs.

Purpose of the Study

Although school jurisdictions have gravitated towards mentorship programs as their primary vehicles for new school-based administrator support, research clearly indicates that such programming generally has its historical foundation in business and that mentorship programs in education are in the embryonic stage. The purpose of this study, therefore, has been to create, implement, and evaluate a formal mentorship program for first-year school-based administrators within School District Y. The core research questions of this study focused on achieving this purpose by determining the answers to the questions listed below:

- What are the elements of an effective mentorship program?
- What impact does organizational readiness have on the implementation of change? and,
- How can and should the two previously mentioned factors be utilized in the formulation and implementation of a school-based first-year administrator formal mentorship program?

The purpose of the study was facilitated through:

- reviewing pertinent literature, and identifying those components perceived as being key to the creation and implementation of formal mentorship programs,
- undertaking the field study of three formal mentorship programs identified as being outstanding examples of organization facilitated mentorship programs,
- analyzing and sythesizing information gleaned from reviewed literature and the three field study groups,
- formulating a construct for an effective formal mentorship program that could be utilized by school-based administrators,
- identifying the specific mentorship needs of School District Y,
- determining the organizational readiness of School District Y,
- designing a mentorship program that addressed the needs of School District Y,

- implementing a formal mentorship program in School District Y,
- evaluating the formal mentorship program that was implemented in School District Y, and
- reporting the results of the evaluation of the formal mentorship program implemented in School District Y.

Research Design

This study was conducted within the naturalistic paradigm and is qualitative and interpretive in nature. Initially, an in-depth literature review regarding the topic of mentorship took place. Mentorship/support programs established for new employees or employees new to positions within a number of western Canadian organizations were identified through an exhaustive search of written records and reputation within organizational circles. Three programs stood out as being exceptional, those being a small western Canadian urban school district, a division of the Personnel Administration Office of a western Canadian provincial government, and a large urban western Canadian school district. The subjects of the ethnographic, semi-structured career history interviews were two chief superintendents, one executive director, four program coordinators, 10 mentors, and 13 protégés. The program coordinators of each formal mentorship program selected the mentor and protégé interviewees and the program coordinators: I then collectively established each organization's interview timetable. Transcript interviews were analyzed to develop a phenomenological description of the respondents mentorship experiences. Data analysis involved a triangulation of information obtained from similar groups within all three organizations to determine common traits and characteristics specific to effective formal mentorship programs.

Trustworthiness regarding study findings was addressed by ensuring that facilitated procedures were in keeping with the notions of credibility, transferability, dependability, and confirmability espoused by Guba and Lincoln (1982).

Three global themes emerged: the common attributes inherent to successful formal mentorship programs, the role played by orgranizational readiness in formal mentorship program implementation, and the pedagogical and support value of these same programs. Results of the study were then utilized in a developmental context to create and subsequently implement the "Support for Success" Mentorship Program for School District Y.

Personal Reflections

Before beginning this study, I had formulated a rudimentary and unsubstantiated belief, based on my life experiences that individuals new to positions shared a number of common experiences and emotions. At the outset of the study, I also felt that if I were to study individuals placed into new positions as well as their behaviors I might find my beliefs validated. I felt that knowledge regarding these commonalties could be subsequently utilized in a pedagogical sense and on a global scale to enhance the effectiveness levels of neophyte school-based administrator appointees and diminish the emotional tension they experienced. Prior to undertaking this study I was unaware of what this knowledge base might include but did realize that such an investigation would gravitate towards a qualitative inquiry. I believed that the naturalistic paradigm as well as a schedule of open-ended ethnographic interviews would best address the needs of this study. I felt that such an investigation would produce important categories of meaning and that these categories would then provide a rounded and complete account of what an effective mentorship program included particularly from the standpoint of participants. I expected to discern from the accounts of the participants what should be included in the development of an effective mentorship program. I thought that what participants perceived to be negative to a program and to their experiences would be equally as important to what they perceived to be positive. Furthermore, I believed that differences in the accounts offered by participants would also serve to illuminate the needs of subsequent programs.

In retrospect, I can state that the way in which the study was conducted served its purposes well. The process allowed the three major research questions to be asked and answered fully and in a productive fashion; that common elements are engendered in effective mentorship programs, that organizational readiness plays a pivotal role in the implementation of such a program, and finally, that both of these elements must be orchestrated to affect an effective mentorship program.

Naturalistic inquiry seemed particularly well suited to this study as it allowed me to interact with the respondents and thereby delve deeper into the significance of their responses. This method of inquiry was also suitable because of the role values play in emotions, and in the human relations/relationship experience, the study of which was integral to this research.

There is one consideration, however, which I would revisit given the opportunity: the participation of field study group mentor/protégé respondents. The participation of these individuals was orchestrated entirely by the administrators of each mentorship program. I can only assume that this was completed in a non-preferential fashion and therefore selection did not skew study results. If I were to undertake the investigations essential to this study again, I would certainly ensure that an indiscriminant sample of respondents was selected.

Lastly, I would like to state that the results of the "Support for Success" Mentorship program evaluation not only assessed the program but also the knowledge base which I was able to establish from existent research and the analysis of data obtained from the collective responses of all field study group respondents. The evaluation was highly complimentary of the entire program and its effectiveness. This latter outcome leads me to believe that the database employed in the creation and implementation of the program was appropriate to the objectives and goals set out within the program.

Implications for Practice

The practice referred to here is that of constructing and implementing a mentorship program in a public service oriented organization. This statement is in itself an implication in that the field study groups that were studied were all public service organizations and although many commonalties were found in existent literature regarding the formal mentorship programs of both public and private organizations, it is beyond the scope of this study to suggest that what works well in the public sector would work equally as well in the private sector. If any of the information contained within this document were used in the establishment of a formal mentorship program in anything but a public sector organization, effectiveness levels and results may not necessarily be transferable.

Chapter Seven of this study, Synthesis and Implications of Field Study Results and Recommendations for Mentorship Programs, outlines forty-six recommendations constructed from the data analyzed in this study. Collectively, these recommendations serve as a nucleus of information paramount to the construction of an effective formal mentorship program and therefore are strong implications to practice.

This study determined that the three organizations that took part in the field studies, as well as School District Y, had all reached a level of organizational readiness that was favorably disposed to accepting change within the organization. The creation and implementation of a mentorship program in an organization not having one previously is a change. Program developers must be aware of the relationship that exists between the mindset willing to embrace change and the effective implementation of that change. Program developers therefore, must determine the level of organizational readiness that exists within the organization regarding a particular change and insure that it is appropriate to entertain the change in question. If this does not occur, the change, regardless of how well conceived, maybe doomed to failure.

A second implication closely related to the one previously mentioned is that of soliciting upper level management program commitment to the formal mentorship program to ensure successful implementation and acceptance; suggested by Murray (1991) and corroborated by this study. In each of the four mentioned effective mentorship programs upper level management personnel were committed to the inception and success of each program. Given the decision-related control and power resident at this management level, program developers must secure commitment of individuals at this level to ensure program success.

A third implication deals with the existent needs of the organization and the individual participants. The creation of a formal mentorship program presupposes that there is a fundamental need for such a program within the organization. This need must be determined prior to program creation and implementation. If the need for such a program exists then two subsequent questions must be asked: "What do the members of the organization need?" and "Is a mentorship program the answer?" Program developers must be cognizant of the existent needs of the organization and personnel. Furthermore, program developers must employ methods, such as needs assessments that corroborate their beliefs regarding the existence of these needs.

The two primary objectives central to any mentorship program are supporting an employee new to a position and preparing/providing a work force capable of assuming vacated positions within the organization. These objectives demand that program developers remain continuously mindful and focused on these objectives when planning, implementing and evaluating program practices.

Program developers generally agree upon the definition of mentorship. Program nomenclature however does acquire particular definitions specific to that organization and its personnel. Furthermore, because of the way in which humans perceive, a variety of definitions may be attributed to roles, expectations, objectives, and procedures. Hence, it is acutely important that whatever the operational definition of mentorship it be communicated specifically and correctly throughout the organization to all personnel.

One of the common characteristics exhibited within all four mentorship programs in this study is that each program was coordinated or facilitated by an individual embodying specific characteristics: a clear vision of the goals, expectations, and objectives of their program; a strong commitment to attaining the goals and objectives; possessed strong organizational and interpersonal skills; and fostered a personal commitment to "servant leadership." This implies that program co-ordinators expected to facilitate effective formal mentorship programs within their organizations would do well to embody these same characteristics.

Literature specific to mentorship as well as the findings of this study strongly indicate that effective mentors embody particular characteristics. The implications stemming from this finding are that program developers be cognizant of these characteristics, insure that program participants are familiar with these characteristics, and create mentor selection program strategies, which preclude individuals not exhibiting these characteristics from assuming the mentor role.

Literature on the mentorship process and the findings of this study endorse the selection process as being integral to the level of effectiveness of the mentorship relationship. Because of the importance of this process, it is crucial that mentors and protégés be informed and totally cognizant of how their selection takes place and what is expected of them because of their selection to the program. It is only through the conveying of this information that the mentorship relationship can be maximized. Mentors must be informed as to why organization personnel perceive them as potentially effective mentors and protégés must understand why and how they have been selected to participate. To instill ownership and commitment to the program, mentors must also be afforded the autonomy to accept or to reject participation in the program and protégés must be informed as to whether their participation is mandatory, an expectation, or voluntary.

A part of the mentorship process of equal importance to selection is that of matching mentors and protégés; program participants must be made aware of this importance. Furthermore, mentors and protégés must be informed if mentors are selected to participate and subsequently matched to protégés because they are perceived to possess characteristics lacking by protégés. This action then serves to focus the mentor's task in a pedagogical sense as well as acknowledge the mentor's strengths in a positive fashion. From the protégé's perspective, this action also informs him/her of what their weaknesses are perceived to be both individually and/or organizationally and opens an avenue for constructive learning to occur predicated on voiced learning outcomes. This scenario also strongly suggests that program developers construct strategies at the outset of the program proficient in determining the strengths of prospective mentors and the needs of protégés.

One of the concerns addressed by participants of the four mentorship programs studied was that mentors and protégés tended to regard program activities taking place after matching in a different light than did program developers and administrators. Program administrators intended these actions to solidify the matching between mentors and protégés whereas mentors/protégés did not perceive this to be the case. This suggests that program developers undertake measures that clarify post matching orientation expectations and practices and stipulate what is expected to occur after matching takes place. Mentors and protégés suggested that topics such as developing issues, specifying learning outcomes, setting meeting schedules, participating in bonding exercises, and establishing foundations for rudimentary collegial support groups be addressed during the program.

Research in this study indicates goals to be inherent and integral to the establishment of any program. Subsequently, mentorship programs must clearly communicate the goals and outcomes that serve as benchmarks for effectiveness and accountability. This implies that program developers establish program goals which address organizational and individual needs, determine "milestone" indicators to measure goal attainment, and communicate both to program participants.

This study's findings indicate that protégés perceive the mentor "helper" role to be employed through various roles: teacher, guide, advisor, friend, etc. This suggests that protégés investigate within themselves the mentor "helper" role that best facilitates their needs and requirements and then communicate this information to program administrators and prospective mentor matches. Further, this requires that prospective mentors and protégés determine their affinity and comfort levels to particular roles prior to matching taking place.

One of the concerns voiced by mentors and protégés in this study dealt with allocating "sufficient" time to the needs of the relationship. This suggests that members perceive sufficient time, although relative, as appropriate shared time available to them in order to effectively maintain their relationship. Program developers and administrators must educate participants about the integral nature and necessity of time commitment. Participants stated that they believed that after being informed of the importance time commitment plays in the mentorship relationship that regularly scheduled meetings be held as sacrosanct.

The entire notion of mentorship is predicated on support. The mentor is a supportive role that does not facilitate all the needs of the protégé. The mentorship programs discussed in this study appreciated this knowledge and subsequently provided additional supportive vehicles to mentors and protégés. This implies that program developers and administrators be aware: that mentors are incapable of facilitating to all the support requirements of protégés; that mentors as well as protégés require support; and that it is incumbent on program developers and administrators to establish support networks for both groups by utilizing support agents or agencies.

Mentorship is an intensely intimate relationship predicated on basal emotions and values. Due to differences within the human situation, all individuals do not necessarily get along with one another nor do they facilitate each other's needs. The combining of divergent individuals may result in nonproductive or destructive mentorship experiences. Given the personal and financial expense associated with creating and implementing a mentorship program, alternatives should be made available to participants which would alleviate dysfunctional situations should they arise. These alternatives would include the formulation of a "buy-out" clause and also informing participants of the pivotal role played by the program coordinator given relationship problems. The development and possible implementation of a "buy-out' clause affords program participants the opportunity to leave nonproductive or destructive relationships, enter more productive ones, and "save face" in doing so. In conjunction with the availability of a "buy-out" clause is the need for intermittent relationship evaluation that serves to assess the mentorship relationship throughout its formal year of existence. To maximize the possible effect of a "buy-out" clause participants should be informed of its existence at the beginning of their involvement in the mentorship program and their match and not just when difficulties arise.

Closely related to the previous implication is that of protégés and mentors being afforded the opportunity of input into the selection of their partner based upon gender. Differences in opinions, in reactions, and behaviors are predicated upon inherent gender differences. This suggests that program developers and administrators become cognizant of these differences, and educate program participants regarding their existence and the potential difficulties arising from these differences. Furthermore, program administrators would support the process by allowing program participants autonomy in selecting either male or female partners based on their own preferences.

Different stages of relationship development exist which influence mentors and protégés during the formal period of their relationship. Participants enter and exit these stages at different times, possibly resulting in difficulties between participants. Program developers and administrators must be cognizant of this, must inform participants of this reality, and must establish problem-solving strategies that enable participants to deal with possible conflicts.

The implication that permeates all those previously mentioned is the importance of effective communication. Constant and open lines of communication among and between all levels of the organization regarding all aspects of the mentorship program are paramount to the overall effectiveness of the formal mentorship program. For example, through communicating to prospective mentors and protégés the benefits associated with program participation, individual program commitment might be enhanced.

Program developers and administrators must be aware that the mentorship process is predicated on human characteristics and nature, and subsequently is a dynamic process. The very essence of dynamism suggests an inherent lack of stasis. This scenario implies that program developers and administrators be conscious of this aspect of mentorship and establish vehicles which assess the needs of the program and its participants with the intent of replacing aspects of the program that are no longer efficient or effective with more productive ones.

Recommendations for Further Study

This study focused its research on three programs specific to three organizations within the public sector. Although many similarities exist between organizations residing in the public and private sectors dissimilarities also exist. Given the possibility that private formal mentorship programs may differ from public sector programs additional research considering these differences in organizational make-up would be appropriate prior to implementing a private sector formal mentorship program based upon the model established in this study.

The mentors and protégés that took part in this study were selected by senior members of the program, organization, or both. It is recommended that the researcher select participants in future studies. It is also recommended that future studies examine mentor/protégé pairs. This latter suggestion would allow researchers the opportunity to determine to a greater degree data specific to individual relationships.

A clear picture of the impact on mentorship relationships predicated on gender differences did not emerge. Although this study did find that many mentors and protégés wished to participate in the selection of either a male or female partner, other issues specific to gender were not as clear. More work should be undertaken in this area.

Lastly, one of the most significant difficulties echoed by many mentor and protégé participants was the lack of sufficient time to develop an effective mentorship relationship. When questioned about what "sufficient time" meant to participants, no clear response came forward. This suggests a need for further research that focuses on what "sufficient time" means to participants and what "time" means to the development of an effective mentorship program.

Conclusions

In the final analysis one main conclusion stands out beyond the rest, successful formal mentorship programs do what they are purported to do, they are supportive in nature and are fundamental to the achievement experienced by fist year school-based administrators. Furthermore, there are specific constructs that enable some formal mentorships to be more effective than others, and organizational readiness is integral to the success of any formal mentorship program.

GLOSSARY

Content Areas. Those subjects, topics, concerns and issues, which are discussed and addressed by the mentor and protégé while in a mentorship relationship.

First-Year School-based Administrators. A first-year principal or assistant principal is one promoted to that position and is experiencing the responsibilities of that position for the first time.

Formal Mentorship Program. A Formal Mentorship Program is one in which the organization establishes specific criteria for the selection and matching of experienced professionals to individuals new to a role, with the explicit intent of offering guidance to the first year school-based administrator.

Mentorship: Conceptual Definition. Mentorship occurs when an individual well versed in the organizational culture of an organization agrees formally or informally to mentor an individual new to the organization or to a position.

Mentorship: Operational Definition. The definition of mentorship that is perceived by the individual participants within the formalized mentorship program.

Mentorship: Organizational Definition. The organizational definition of mentorship is that definition of mentorship, which has been set in organizational policy or in the description of the formalized program.

Organizational Readiness. Refers to the degree to which an organization is receptive to a change in traditional attitudes, practices, and policies.

Program Coordinator. Refers to the individual(s) who is directly responsible for the establishment, and/or the implementation, and/or the maintenance, and/or the evaluation of the formalized program.

Superintendent. That person with the designation of superintendent who is ultimately responsible for the formalized mentorship program.

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Appendix A

Interview Questions – Questions to Program Coordinators

Questions to Program Coordinators

1. How do you define mentorship?
2. How is mentorship defined in the mentorship program?
3. What role do you play in the facilitation of the program?
4. What are the goals of the program?
5. How was the need for a mentorship program determined within your organization?
6. How was the organizational readiness of the organization determined prior to the initiation of the mentorship program?
7. What processes or steps were utilized in the planning and initiation of the program?
8. How was the implementation of the program accomplished?
9. Describe the structure of the program:
10. How were/are protégés selected?
11. How were/are mentors selected?
12. How were/are mentors and protégés matched?
13. Has the original program been revised in any way since its inception? If so, how was it revised and why was it revised?
14. What specific content areas were reported to you by the mentor and protégé that dealt with the mentorship relationship?
15. What form of evaluation process does your program undergo?
16. In your perception, what characteristics do effective mentors possess?
17. What is your role when the mentorship relationship is in jeopardy?
18. What types or forms of support do you offer to the mentor and to the protégé during the relationship?
19. How is the current program administered?
20. What constraints are placed upon the program ongoing?
21. Have any relationships of mixed gender presented difficulties in the program?
22. If so how were they dealt with?
23. What benefits have you perceived mentors acquire due to participation in the program?
24. What benefits have you perceived protégés acquire due to participation in the program?
25. After the year in which the program is formalized what occurs to the relationships? Do they continue? Do they grow? Do they self-destruct?

Appendix B

Interview Questions – Questions to the Superintendents and the Executive Director

Questions to the Superintendents and to the Executive Director

1. Are you familiar with the term "Organizational Readiness?"
2. How would you describe the level of organizational readiness of your organization?
3. In your jurisdiction (organization) how is need for change determined?
4. What indicators do you perceive as being crucial to establishing change? (ie. The establishment of a new program)
5. From a perception of need how was it that your mentorship program came into being?
6. What steps did you take to ensure that the program could be implemented?
7. After implementation what role does central administration play in the program?
8. What evaluation process does the jurisdiction implement after the facilitation of a new program?
9. How do you define mentorship?
10. What specific personality traits do you think a mentor should possess?
11. What about the personality traits a mentor should possess beyond the job?
12. What types of problems do you perceive first-year principals experiencing?
13. What types of emotional problems do you perceive first-year principals to experience?
14. What actions has you district implemented to help the first-year administrator through their first year?
15. What role does the first-year principal's immediate supervisor play in the transition of the first-year principal (administrator) from some other district position? (use of superintendent as mentor, conflict of interest)
16. Do you see your jurisdiction moving towards some form of program for first-year administrators/principals, which would compensate for their lack of practical knowledge of the job/role during their first year?
17. What is the mean age of your jurisdiction's principals?
18. What are your jurisdiction's plans with respect to dealing with succession to an aging group of school-based administrators?
19. May I use the name of your jurisdiction in the writing of my thesis?

Appendix C

Interview Questions – Questions to Mentors

Questions to Mentors

1. How do you define "Mentorship?"
2. What process was used in selecting you as a mentor?
3. What do you perceive as being the characteristics of a good mentor?
4. How were you and your protégé matched?
5. What goals did you set for yourself and your protégé?
6. What areas of concern did you and your protégé address while in the mentorship relationship?
7. What role did you perceive yourself as playing in the first year experience of your protégé?
8. After matching, what form of orientation took place to establish your relationship with your protégé?
9. Was your protégé male or female? Did this cause any difficulties?
10. What benefits did you perceive your protégé to experience, if any, through the mentorship relationship?
11. What benefits did you acquire, if any, by acting as a mentor?
12. What types of problems did you incur during the relationship?
13. If you could change any part of the mentorship process what would it be, and how would you change it?
14. What type of support did you receive to enable you to act as a mentor?
15. What type of support other than what you received, do you think would have made you a better mentor?
16. How did you facilitate your role as mentor? (Regular meetings, meetings only when needed, etc.)
17. Did you feel at any time that the relationship was not working out as planned? If so what did you do about it?
18. Was there a "buy out" clause established in your relationship prior to you assuming the role of mentor?
19. What has happened to your relationship with your protégé since the end of the first year?

Appendix D

Interview Questions – Questions to Protégés

Questions to Protégés

1. How do you define "Mentorship?"
2. How were you selected to become a protégé?
3. What do you perceive as being the characteristics of a good mentor?
4. How were you matched to your mentor?
5. What goals did you set for yourself as a protégé within your relationship?
6. What areas or concerns were addressed between you and your mentor while in the mentorship relationship?
7. What role did you perceive yourself as playing in the first year experience as a protégé?
8. After matching took place what form of orientation took place to establish your mentor/protégé relationship?
9. Was your mentor male or female? Did this cause any difficulties?
10. What benefits did you experience through the mentorship relationship?
11. What types of problems occurred during the relationship?
12. If you could change any part of the mentorship process what would it be, and how would you change it?
13. What type of outside support did you receive as a protégé?
14. What type of support other than what you received, do you think would have made your experience more positive?
15. How was your mentor/protégé relationship facilitated? (regular meetings, meeting only when needed, etc.)
16. At any time, did you feel that the relationship was not working out as planned? If so what did you do about it?
17. Was there a buy-out clause established in your relationship prior to your assuming the role of protégé?
18. What has happened to the relationship with your mentor since the end of the first year? Has it developed into something else, is it continuing, etc.?

Appendix E

The Process of the "Support for Success" Mentorship Program

Step 1: Program Approval

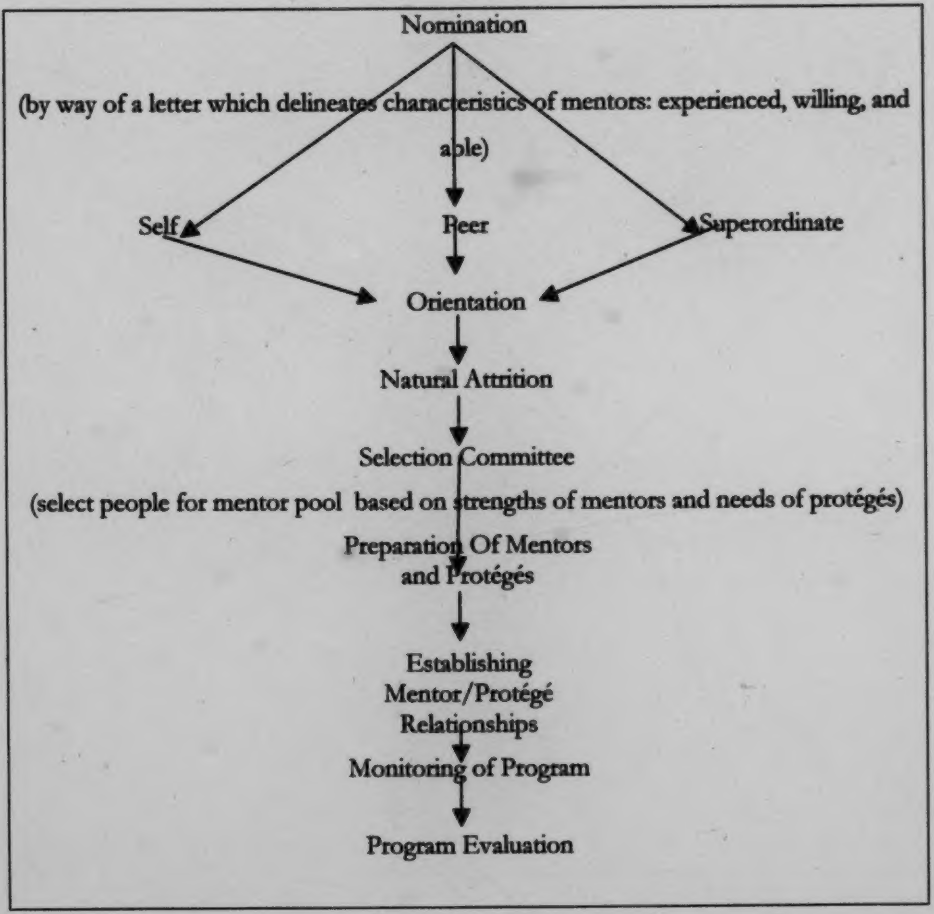
Statement of District Sanction	There is a need for all school-based administrators and Phase III participants to be educated to the fact that the District has officially approved this program.
Timeline	Sanctioned by January 31, 1994
Vehicle	A letter to: 1. Assistant Principals 2. Executive Council 3. Directors, and 4. Principals **From the Chief Superintendent**

Step 2: Marketing of the Program (see Appendix 7: Superintendent's Letter)

To	All school-based administrators
Vehicle	1. Administrators Bulletin 2. Leadership Phase III leaders 3. Edmonton Catholic Schools Bulletin 4. Area Meetings 5. Initial letter
Timeline	By the second week in February 1994.

Step 3: Letter of Orientation and Nomination (see Appendix 8: Draft Letter)

To	1. All Superintendents 2. Directors 3. Executive Council 4. Assistant Principals 5. Principals
Timeline	Last Week of February, 1994
Vehicle	Letter
Authorized by	To be decided


Nomination
(by way of a letter which delineates characteristics of mentors: experienced, willing, and able)
Self
Peer
Superordinate
Orientation
Natural Attrition
Selection Committee
(select people for mentor pool based on strengths of mentors and needs of protégés)
Preparation Of Mentors and Protégés
Establishing Mentor/Protégé Relationships
Monitoring of Program
Program Evaluation

TIMELINE FOR 1994 - 1995

Mentors		Protégés	
1994		1994	
January	Nomination	January	Nomination
February	Orientation	February	Internship
March-April	Preparation and assessment of strengths	April	Orientation to Mentorship Program and Needs Assessment
May	Matching of mentors with protégés	May	Matching of mentors with protégés
June	Establish the relationship	June	Establish the relationship
Late August	Coming together, sharing, growing together, Motivational talk, questions, clarification, and validation.	Late August	Coming together, sharing, growing together, Motivational talk, questions, clarification, and validation.
September – December	Monitoring of the Program, facilitator makes 1 visit to each participant. *Nomination, orientation, and preparation of new mentors.* *	September – December	Monitoring of the Program, facilitator makes 1 visit to each participant.
December	Informal meeting to share and socialize	December	Informal meeting to share and socialize
1995		1995	
January – May	1 more visit by facilitator	January – May	1 more visit by facilitator
May	Evaluation of mentorship program. *Matching of mentors to protégés.*	May	Evaluation of mentorship program. *Matching of mentors to protégés.*

June	Farewell – "Closing" Share evaluation findings Recognition Thanks	June	Farewell – "Closing" Share evaluation findings Recognition Thanks

*Italicized print indicates the second year of the mentorship program.

Step 4: Process of Mentor Selection

Process of Mentor Selection

Assistant Principals ← → Principals

Members and Numbers in committee to be determined

Committee Members

- Chief Superintendent
- Area Superintendents
- Superintendent of Human Resources
- Superintendent of Educational Services
- Staff Development Officer
- Principal at Large

Criteria for Selection to the Mentorship Pool

- Mentors with 3-5 years of experience
- See characteristics of mentors
- Objective knowledge of mentors by Selection Committee

Step 5: Mentor Orientation Seminar

When:	Tuesday, March 22, 1994
Location:	To be determined.
Time:	1:00 – 4:00 p.m.
Agenda:	• Introduction • What is mentorship? • Characteristic of a Mentor? • Time Commitment? • Role of the Mentor?

Step 6: Orientation Part 2

When:	Tuesday, April 12, 1994
Location:	To be determined.
Time:	1:00 – 4:00 p.m.
Agenda:	• Orientation continued. • Strengths Profiles completed.

Step 7: Matching Process

Matching Process takes place between April 13 and May 6.

- through committee
- Tentatively: Area Superintendent responsible for the Leadership Program District Staffing Officer, and Mentorship Program Consultant.

Step 8: Protégé/Mentor Matching Evening

When:	Wednesday, May 18, 1994
Location:	To be determined.
Time:	7:00 – 9:00 p.m.
Letter to precede evening.	
Focus:	• Social • Discussion of contract arrangement and "buy-out" clause.
Objective:	To establish relationship.
Supplemental:	Protégé to see current administrative team of new placement between the dates of May 3 and May 17.
Objective:	What needs must be determined and addressed prior to year-end?

Step 9: Workshop

When:	Tuesday, June 7, 1994
Location:	To be determined.
Time:	1:00 – 4:00 p.m.
Objective:	1. Address current needs between partners in the relationship. 2. Address needs determined in Step 8.

Step 10: Briefing Session

When:	September, 1994
Objective:	To gather as a Mentor/Protégé group to address any concerns with: 1. Relationship 2. Contracts, and 3. September problems.

Role of the Facilitator

- To coordinate the program.
- To contact members of the mentoring relationships throughout the year.
- To act as a mediator and monitor of the process.
- To investigate needs that become apparent from conversations with the protégés.
- To act as a facilitator of the "buy-out" clause.

Why Initiate the Program?

- To improve administrative effectiveness quicker.
- To nurture, guide, coach, and teach new appointees without the stigma of evaluation attached.
- Confidence of Senior Administration.
- Emotional Support.
- Development of collegial network.
- Develop pool of future mentors.

Additional Suggestions

1. Summer Institute:
    - Objective:
        - To address school opening needs of all administrators.
        - To address District issues pertinent to 1994/95.
    - Attendees:
        - Open to all school-based administrators.
    - Dates:
        - August 12 – 19
    - Attendance:
        - Optional.
    - Illustration

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Accounting Procedures	Time Management	School-based Management	Handling Your First Staff Meeting	Evaluation Process and Procedures
Dealing with School Opening	Maintenance – Protocol and Procedures	School-based Management	Role and Procedures of the Superintendents	Disciplining Staff

2. Leadership Symposium:

- Objective: To stimulate the leadership growth of Protégés.
- Times: Four afternoons during the year.
- Task: Assign current text on leadership for reading and discussion. Divide into discussion groups as to how it applies to their first year. IE. Improving Schools From Within

Appendix F

Communications Associated with the "Support for Success" Mentorship Program

__________School District

Inter-Office Memorandum

January 31, 1994

TO: SCHOOL-BASED ADMINISTRATION

FROM: ACTING SUPERINTENDENT

RE: MENTORING PROGRAM – NEW SCHOOL-BASED ADMINISTRATORS

In the spring of 1994, the district will begin a mentoring program for those staff who are newly designated as assistant principals or principal in our district. We recognize the importance of providing support to those in a new position in order that the person can experience comfort, success, and satisfaction.

At the present time, many new administrators have established a support system for themselves. However, because of the value of such linkage, it is important that it not left to chance. We will undertake to pair experienced administrators with those just embarking on such a career.

The senior administrative team, through the area superintendents, will be inviting experienced administrators to help us pilot and evolve this program beginning in the late spring and continuing through the new administrator's first year. We know that frequently this relationship continues well into one's career, but one year will be the duration of the formal program. The mentors will be expected to share their experienced, provide support and coaching, and offer guidance in a collegial manner. The mentor is not in an evaluative position.

This program will be coordinated through Staff Development. The Area Superintendent responsible for the Leadership Program will also be involved in the coordination of it, as this program will provide one-on-one support further to Phase III of the present administrative selection process.

Further details will be forthcoming through the area superintendents.

It looks to be a program that will provide a good learning opportunity for both partners. As one guides the new administrator in reflection about the role and their activities, one cannot help but be doing the same about their own administrative behaviors.

XX:yz

cc:

Figure F1. Introductory letter of the "Support for Success" Mentorship Program sent from the Superintendent's Office.

DRAFT LETTER

Dear____________________:

We are fortunate to have many individual assistant principals and principals within our District who are caring, trusting, and expert in their fields. As you know we have initiated a Mentorship Program for newly appointed school-based administrators. This program will match experienced assistant principals and principals with 3/5? Years of experience to colleagues new to the field.

Individuals who are willing to share their expertise with new colleagues and become a mentor are strongly urged to consider this opportunity. The program time commitment for mentors is minimal in that program preparation will occur approximately 4-5 times between the months of March and June. Each session will be approximately 2 hours in length. Your participation in this program is essential to our new colleagues and the success they experience in their first year. Help us help each other.

Mentors will be placed into a pool that will be established through a nomination process. Mentor candidates can be nominated by:

- the Chief Superintendent
- Area Superintendents
- Superintendents of Human Resources and Educational Services
- Directors
- Peers (Principals and Assistant Principals), and
- Self

Please do not be overly humble or modest. If you feel you or a colleague can support a new colleague in their first year please nominate them or yourself.

Nominations well be carried out by completing the attached form and returning them to the District Staffing Officer no later than March 4, 1994.

Selected Mentors will be notified of their selection by March 15 and will then be asked to attend an orientation seminar on Tuesday, March 22 between 1:00 and 4:00 p.m. at __________________________.

Thank you for your help in making our newly appointed colleagues first year more successful.

Sincerely,

Nominator's Name Remains Confidential!

I feel that ______________________________, a principal, assistant principal (please circle one) at ____________________________School should be considered as a mentor for a newly appointed school-based administrator.

Return to __________________________, Staff Development Officer by March 4, 1994.

Thank you for your participation.

__Figure F2__. Draft letter sent asking for nomination of mentors.

___________School District

March 16, 1994

TO: PARTICIPANTS IN THE INTERNSHIP PROGRAM

Welcome to Support for Success – a mentoring program for staff newly designated as principals and assistant principals in our District.

The District recognizes the importance of providing support to those in a new position in order that the person can experience comfort, success, and satisfaction. Experienced administrators have been invited to provide the newly appointed administrators with the support necessary to experience success in school-based administration. This program – Support for Success – will undertake to pair experienced administrators with those just embarking on a new career.

The mentors will be expected to share their experiences, provide support and coaching, and offer guidance in a collegial manner. A sincere thank you is expressed to all mentors who are so willingly giving of their time in order to share their experiences to ensure that newly appointed school-based administrators will have a better chance of experiencing success in their new position.

This is a new venture for all of us and hopefully, will be a great learning opportunity for all. On behalf of the District, thank you to all involved in the program.

Yours truly,

Area Superintendent Responsible for the Internship Program

Figure F3. Welcoming letter to participants already part of the Internship Program.

4

Telephone Survey for the Matching of Protégés and Mentors

Name of Protégé:________________________

Phone: ___________(Work) _____________(Home)

Factors to be considered in the matching process:		
Degree of Importance: (1)High, (2)Somewhat, and (3)Not at all	**Factor**	**Specific Request**
	Level	
	Location	
	Age	
	Gender	
	Administrative Style	
	Aspirations	
	Other	
List three principals from the list of available mentors who you would prefer as your mentor		● ________________ ● ________________ ● ________________

Figure F4. Telephone survey utilized in the matching of protégés and mentors.

Questions for the Protégé to Consider Prior to Establishing the Contract

1. What are my needs both professionally and psycho-socially?
2. What are my expectations of the relationship with my mentor? (professionally, socially, combination)
3. What commitment of time is my mentor able to offer me?
4. How will we communicate? (phone, face-to-face, computer, dialogue, journal, etc.)
5. When will we meet? (on a "needs-be" basis or at regular intervals, what time of day or week is best?)
6. Where will we meet? (within or outside the school situation)
7. What specific types of support do I need from my mentor?
8. How will I receive support from my mentor?

Figure F5. Questions for protégés to consider prior to establishing the mentor/protégé contract.

Questions for the Mentor to Consider Prior to Establishing the Contract

1. What are my needs both professionally and psycho-socially?
2. What type of relationship am I looking for? (professional, social, both)
3. What kind of time commitment am I able to offer my protégé?
4. How will we communicate? (phone, face-to-face, computer, dialogue, journal, etc.)
5. When will we meet? (on a "needs-be" basis or at regular intervals, what time of day or week is best?)
6. Where will we meet? (within or outside the school situation)
7. How can I best guide my protégé, given his/her expressed needs?
8. What support does my protégé need and how can I best provide it?

Figure F6. Questions for mentors to consider prior to establishing the mentor/protégé contract.

<Name>

<Location>

Dear **<Mentor >**

This letter is to advise you that there will be no formal large group meeting for mentors and protégés during June. Instead, you are encouraged to meet with **<Protégé>** at a mutually convenient time, in order to work on plans and goals you have for the coming school year. Before this meeting takes place, **<Protégé>** should have met with the administrative team at the school to which he/she has been assigned.

As well, a one-day "shadowing" experience is suggested as a worthwhile preparation for your protégé. Protégés have been encouraged to shadow you, of another administrator, and it is hoped that you would facilitate this if **<Protégé>** makes such a request of you.

As the Support for Success Mentorship Program is in its beginning stage, the responses of both protégés and mentors are very valuable. Participants, now and in future years, could gain a great deal by hearing of others; experiences. Your reflections, as your relationship with your protégé develops, would provide insight and understanding, which can only help to improve the program.

Enclosed is an evaluation form that seeks input from mentors about the first stage of the program. I would request your cooperation in returning it to the District Staff Development Officer, by June 24, 1994.

Thank you for your positive participation in the program. Have a wonderful summer! Wishing you continued success in your leadership journey.

Sincerely,

Staff Development Officer

Figure F7. May 24, 1994 letter to mentors.

<Date>

<Name>

<Location>

Dear **< Protégé>**

This letter is to advise you that there will be no formal large group meeting for mentors and protégés during June. Instead, you are encouraged to meet with **<Mentor>** at a mutually convenient time, in order to work on plans and goals you have for the coming school year. Before this meeting takes place, you are encouraged to meet with the administrative team at the school to which you have been assigned if you have not already done so

As well, a one day "shadowing" experience is suggested s a worthwhile preparation for your new role. You may wish to shadow **<Mentor>** or another administrator and the arrangement of this experience is left to you.

If you require a replacement teacher in order to assist you with any of these activities please contact me at___________________, and I will provide you with an extended reason code.

As the Support for Success Mentorship Program is in its beginning stage, the responses of both protégés and mentors are very valuable. Participants, now and in future years, could gain a great deal by hearing of others' experiences. Your reflections, as your relationship with your protégé develops, would provide insight and understanding that can only help to improve the program.

Enclosed is an evaluation form, which seeks input from mentors about the first stage of the program. I would request your cooperation in returning it to the District Staff Development Officer, by June 24, 1994.

Thank you for your positive participation in the program. Have a wonderful summer! Wishing you continued success in your leadership journey.

Sincerely,

Staff Development Officer

Figure F8. May 24, 1994 letter to protégés.

Evaluation

Please complete the following survey of the support for Success Mentorship Program as it has proceeded to date. Your input will provide useful feedback to monitor the program and improve its quality.

I am a Mentor_______ Protégé _______

I. Please circle your answer and add your comments.

Overall comments of mentorship	**Not Appropriate**			**Appropriate**	
	1	**2**	**3**	**4**	**5**
Timing of Program	**Not Appropriate**			**Appropriate**	
	1	**2**	**3**	**4**	**5**
Orientation and preparation sessions	**Not Appropriate**			**Appropriate**	
	1	**2**	**3**	**4**	**5**
Matching Process	**Not Appropriate**			**Appropriate**	
	1	**2**	**3**	**4**	**5**
Mentor/Protégé Session (May 18)	**Not Appropriate**			**Appropriate**	
	1	**2**	**3**	**4**	**5**
Binder	**Not Appropriate**			**Appropriate**	
	1	**2**	**3**	**4**	**5**
Location of Sessions	**Not Appropriate**			**Appropriate**	
	1	**2**	**3**	**4**	**5**
Refreshments	**Not Appropriate**			**Appropriate**	
	1	**2**	**3**	**4**	**5**

Reflections of A Mentor/Protégé

Please share your thoughts and feelings about the program and what you have experienced to date as a mentor or protégé. These comments would reflect your unique and honest experience without revealing any personal data by which you or your partner might be identified. This would be valuable to your colleagues who are

currently in the program as well as future participants since it would provide deeper insights and qualitative information about the program.

Figure F9. Interim Evaluation.

Interim Evaluation Results

Please complete the following survey of the support for Success Mentorship Program as it has proceeded to date. Your input will provide useful feedback to monitor the program and improve its quality.

I am a Mentor_______ Protégé _______

I. Please circle your answer and add your comments.

Overall comments of mentorship **Not Appropriate** **Appropriate**

Mean (5.0)

- *Because I was in the role of acting assistant all this year, without a mentor. I realize how valuable a mentor would have been not only to rely on for answering questions but also for moral support, insights or just a confidant in moments of frustration or success.*
- *Excellent concept!*

Timing of Program **Not Appropriate** **Appropriate**

Mean (4.0)

-The program is very intense and presented in a very short time span. I was already involved in any evening course, plus my volunteer work, plus my administrative expectations. I found it very heavy for 3 months – but I survived.

Orientation and preparation sessions **Not Appropriate** **Appropriate**

Mean (2.6)

- I thought all sessions were very worthwhile and educational. Many of the sessions were actually a confirmation of beliefs and reaffirmation of things done successfully.

Matching Process **Not Appropriate** **Appropriate**

Mean (4.25)

-I'm still a little unclear as to how the matches were decided but I'm not complaining because the mentor I got was phenomenal!

-I thought it was done fairly and that I had input in the process. I did question as to why there were only 3 females on the list and all were principals when we had been informed that research indicated best matches

occurred when matching was with same gender and same position. Would matching assistants with assistants and principals with principals be closer to same roles and responsibilities?

Mentor/Protégé Session (May 18) **Not Appropriate** **Appropriate**

Mean (4.6)

- *This session was a very good icebreaker, a chance to meet each other, talk, and get comfortable with each other.*
- *Excellent experience.*
- *Excellent timing and format! The relaxed introduction was very comfortable, especially for those matches who did not know each other previously. The informal wine and cheese allowed individuals to mingle and get acquainted. I felt it created the stage for bonding and set a comfortable tone for future meetings.*

Binder **Not Appropriate** **Appropriate**

Mean (4.0)

- *A very good reference source, plus something to store valuable information in as we proceed through the mentorship process.*
- *I have not yet had time to take advantage of all the information. I will do so during the summer.*
- *Very professional – clearly outlined and organized. I found some of the suggestions and questions to be considered very helpful.*

Location of Sessions **Not Appropriate** **Appropriate**

Mean (5.0)

- *A good central area – perfect for me since I drive from south to north to south.*
- *Using the ____________________ helped to provide a very pleasant, comfortable, and warm setting. It is a central location, I believe, for most participants.*

Refreshments **Not Appropriate** **Appropriate**

Mean (5.0)

- *Great fantastic suppers! Even veggies and dip, cheese and crackers much appreciated.*
- *Terrific! I thought the wine and cheese very thoughtful and a good icebreaker. It allowed and encouraged participants to mingle and discuss inn a relaxed, informal manner. This is often when the most learning and decision-making occurs.*

Reflections of A Mentor/Protégé

Please share your thoughts and feelings about the program and what you have experienced to date as a mentor or protégé. These comments would reflect your unique and honest experience without revealing any personal data by which you or your partner might be identified. This would be valuable to your colleagues who are currently in the program as well as future participants since it would provide deeper insights and qualitative information about the program.

- *I have had 2 meetings with my mentor. The one at ______________and a breakfast initiated by my mentor. Both were comfortable, esteem and confidence building – open. I credit this to my mentor. I have initiated a meeting to discuss a particular staffing issue – my mentor responded right away even at this busy time. I feel that this will be a most unique relationship "professionally close." What is very important is I think we like each other.*

- *The mentor/protégé program has long been overdue. The program offers a strong support system for protégés. The mentor gives moral, legal, spiritual, technical advise where needed. Praise is give for accomplishment – a shoulder to cry on. A keen ear for problems or mistakes. Encouragement, a fresh perspective, educated ideas, and experience are provided. I am very excited and proud to be one of the first participants in this process.*

- *Our people are our richest resource and the mentorship program allows newly appointed administrators to meet, discuss, share, and network with other administrators. I have felt like I am part of a large community and believe this sense of community will enable us, as a district, to survive the transition into the 21st century. On a personal level, the mentorship program provides future administrators with a "sounding board." The relationship between the mentor and protégé to question, to seek advice, to laugh and most importantly to become risk-takers. It is time of reflection and action. Thank you for giving me the opportunity to participate in such a unique and pro-active program.*

- *I believe this to be an excellent program that once, again, show how our district is a caring, innovative one continuing to "put people first." A leadership program that encourages and supports its members by recognizing their human potential and by providing role models and ongoing support is exemplary. As a protégé, I have appreciated knowing that my mentor is accessible and ready to help and guide me in my decision-making skills. To date, I have visited the school to which I have been assigned on two separate occasions and talked on the phone another occasion. I have also spent time with the admin. team discussing my role and responsibilities and have shared my curriculum vitae, performance appraisals, and portfolio. With my mentor, I have had the pleasure of shadowing for a morning, and meeting to discus my responsibilities and goals for the up coming year. At my mentor's school, I felt very welcomed and readily accepted. It has been agreed that we will communicate briefly in the summer, or as the need arises. Once* *schedules are set, we will arrange regular meeting times. I feel very lucky to have such an excellent, organized person for a mentor. Thanks very much!*

- *I am fortunate to have been part of such a program.*
- *I now feel connected and supported.*
- *I feel that I now have someone with whom I can share concerns and plans for the future.*
- *I can now benefit from my mentor's experience.*

__Figure F10.__ Interim Evaluation Results.

October 11 Protégé Questions

Protégés were asked, at their October 11 session, to list questions they had about the responsibilities and concern they were experiencing in their roles as newly appointed school-based administrators.

These were their questions.

Technical/Managerial

Budget

- How much money is in the PAB account for 1994-95?
- Who pays for what? What is paid for out of PAB? Out of school account? Out of SAC?
- What is paid for by the school for the ECS Program?
- Could we have an inservice on the budget as it is not clear?
- Why can't the District develop a more useful accounting procedure than what is currently employed?
- Who plans the school budget and when is it usually done?
- When are we going to go on site-based management and will we have to know anything about accounting to survive?
- Is paying a lunch supervisor a good use of money? Will we lose the allotted amount if we don't use it for that purpose?
- If a student transfers form another city Catholic school, how do you get the fees that student paid at the last school?
- Do assistant principals have any control on spending small amounts of money for purchases of school, or must they always be cleared through the principal's office?

Plant Management

- Who is in charge of what? Service building? Downtown?
- How do you get the most for your school in the way of resources, upgrading, etc. when you don't know how much we can ask for?

Educational Services

- What can an administrator request/expect for Educational Services?

- Who makes the decisions on placements in Learning Centres, Positive Development, and other District programs? Criteria? School Administration input?

Fundraising

- What can we advertise in the school when we are fundraising?
- How much and why fundraising?

Advertising

- Is there some way we could screen out advertising from our mail?
- How do so many companies get our fax numbers?
- Can we Put "help wanted" ads up?

Scheduling Time/Time Management

- Can we get a new timetabling program for next year?
- Should there be a common district early dismissal time?
- Is it possible for school principals to choose to bank time for professional development activities for our staff?
- How long could/should staff be expected to stay for staff meetings?
- How am I supposed to do all the things that I want to and/or need to and get some sleep at night too?

Human Issues

Child Abuse

- How would you proceed if a parent accuses a teacher of physically or verbally abusing a child? Is ATA implicated?
- Student is acting out. Teachers feel that administration should contact parent. Social Services is investigating child abuse. Do you inform teachers?

Staff

- How do I deal with teachers who ar4 more poorly behaved than the students (double standard)?

- Students have complaints about a teacher. Should their concerns be discussed with the teacher?
- Can you insist that a teacher leave his/her classroom for a timeout?
- How do you go a out telling a teacher that plans (long-range) have to be done? I've asked for them twice, offered to sit down to help, but there is never convenient time. What do I do?

Students: Attendance, Admission, Discipline, Suspensions, and Expulsions

- If a child is pulled out of your school by a disgruntled parent and then wants to reinstate the child, can you establish certain conditions?
- If a student lives out of your area but child care facility is in your area, do you have to take that student/
- Why is it that only the students without paperwork and who are "nice kids with loads of potential" want to transfer into the school?

Communication/Community

- What is the best way to survey the parent population so that you know you are not just serving a special interest?
- As an administrator, know do you know what information about a student/teacher situation you should share with students/teachers, etc. (eg. Health concerns, abuse, etc.)?
- Why do senior administrators take their holidays at the end of September when you need to talk to them?

Role of the Administrator

Role of the Assistant Principal

- How much input do assistant principals have?
- What is the role of the assistant principal in discipline?
- How much leeway do we have as administrators to make changes? (structural, general running of the school)?
- Should the assistant principal be involved in everything the principal does? (I don't want to be overly aggressive but yet still want to show interest and initiative.)

Evaluation of Personnel

- Who is involved in evaluating an assistant principal? Principal? Teachers? Support staff? Custodian?

Appointments

- Would it be possible to assign new administrators in the spring?

Future

- What is happening in the way of preparation for upcoming site-based decision making?
- What is happening with technology district-wide? Money? Vision? Is each school just to do their own thing?
- In many cases, the cart is before the horse in District practices, i.e. District Technology, transportation of goods by District. Why don't we adjust our practices to teacher/student benefit and quit the empire building?

Figure F11. The questions listed by protégés at their October 11, 1994 meeting.

October 25 Mentor Self-Development

On October 25, mentor principals were asked to identify areas they saw as important to their own self-development. They placed their items under 3 important aspects of mentoring.

Keep Abreast of New Developments and Their Implications

- Access to information. Process to get the "stuff" on new developments out to the administration of schools.
- Process to research issues.
- How is inclusive education going to impact the new administrator, the protégés of our district in the future?
- Teacher evaluation/coaching and staff development.
- School advisory councils and their changing roles.
- Technological advance and the system vision in this area. Will it be clearly articulated to all schools? (i.e. Networking, LAN vs. system, DOS vs. Mac).
- Site-based decision making.
- Research – How do we keep up to date?
- Creative time management?

Focus on Basic Principles and Fundamental Truths

- Opportunities to share. How do we draw on the strengths of our people?
- Evolution of Catholic Education.
- How can I as a mentor help my protégé appreciate and contribute to the culture of the District?
- Retreat process for this group- learning from each other.
- Where does technology fit in our lives as teachers. How do we walk this talk?
- Being child centered!
- Making decisions based on a creed or belief system!
- Celebrating and living out the gifts of staff.
- Focus on curriculum/learning.
- Responsibility of vs. responsibility to the individual.

Mentoring Itself is an Evolving Field

- To be a constant learner – How do we facilitate?
- Does planned mentorship work in the long run?
- Consensus building.
- Developing leadership teams.
- Conflict resolution skills.

Figure F12. The identified areas listed by mentor principals regarding their self-development.

The Mentor/Protégé Relationship: Assessing the Agreement Document

What were the key points my protégé and I agreed upon in planning our relationship?

1. With respect to our needs and expectations for the relationship?

2. Regarding the amount of time we felt was required of each of us?

3. About our method(s) of communicating with each other?

4. Have I lived up to my part of the agreement? Why? Why not?

5. How satisfied am I, as a mentor/protégé, with our relationship?

6. What has gone well?

7. What needs to be reconciled or renegotiated?

8. Have I communicated my feelings to my protégé/mentor? If not, why not?

9. Do I know how my protégé/mentor feels about our relationship?

Figure F13. The document used in assessing the mentor/protégé relationship.

Support for Success Mentorship Program for Newly Appointed School-Based Administrators Evaluation (Protégé)

Please check one: I am a principal_______, or Assistant Principal_______.

I____was, or _____was not in attendance at the Orientation and Preparation Sessions at the inception of this Program?

Please circle your response.

1 – Strongly Disagree, 2 – Generally Disagree, 3 – Neutral, 4 – Generally Agree, 5 – Totally Agree

1. As a result of the Mentorship Program I am able to set realistic goals for myself as a School-Based Administrator	1	2	3	4	5
2. As a result of the Mentorship Program I understand the Budgeting Process.	1	2	3	4	5
3. As a result of the Mentorship Program I am able to deal competently with Human Resources issues.	1	2	3	4	5
4. As a result of the Mentorship Program I am able to deal competently with Student issues.	1	2	3	4	5
5. As a result of the Mentorship Program I understand the expectations of a Mentor/Protégé relationship.	1	2	3	4	5

6. As a result of the relationship with my mentor, I am more knowledgeable in the area(s)of:

7. As a result of the written material provided in the Mentorship Program I am able to demonstrate knowledge in the area(s) of:

8. I fell that district support is essential for the newly appointed School-Based Administrator.	1	2	3	4	5
9. I feel mentorship is a highly effective means of providing support to the newly appointed School-Based Administrator.	1	2	3	4	5
10. I feel that I was adequately prepared for my participation in the Mentorship Program.	1	2	3	4	5
11. I feel that the Mentorship Program quickens the learning of the newly appointed School-Based Administrator.	1	2	3	4	5
12. I believe I formed more contacts with other School-Based Administrators while participating in the Mentorship Program than I would have without the program.	1	2	3	4	5
13. I believe the Mentorship Program provided me with a richer network of support from other School-Based Administrators than I would have had without the program.	1	2	3	4	5
14. I feel that my mentor is someone I can trust.	1	2	3	4	5
15. I feel that my mentor was sensitive to my needs as a newly appointed School-Based Administrator.	1	2	3	4	5
16. I feel that there was value in the sessions that were held for protégés only.	1	2	3	4	5
17. I feel there was value in the sessions that were held for mentors and protégés together.	1	2	3	4	5
18. I feel that a principal is an appropriate mentor for a new assistant principal.	1	2	3	4	5
19. I feel that the process that was used to match mentors with protégés was appropriate.	1	2	3	4	5
20. The Mentorship Program afforded me the opportunity to form contacts with other School-Based Administrators.	1	2	3	4	5
21. The Mentorship Program afforded me the opportunity to form larger support networks with other School-Based Administrators.	1	2	3	4	5

22. The Mentorship Program provided me with a mentor who: • Was accessible.	1	2	3	4	5
• Modeled positive qualities of leadership.	1	2	3	4	5
• Was supportive.	1	2	3	4	5
• Was an empathetic listener.	1	2	3	4	5
• Encouraged me to take risks.	1	2	3	4	5
• Encouraged me to seek my own solutions.	1	2	3	4	5
• Contributed to my professional growth.	1	2	3	4	5
• Had a positive influence on me.	1	2	3	4	5
• Was open to a number of solutions.	1	2	3	4	5
• Helped me develop my own leadership style.	1	2	3	4	5
• Contributed to my success.	1	2	3	4	5
• Added to my awareness of the political realities of the District.	1	2	3	4	5
• Involved me in the social structures of the District.	1	2	3	4	5
23. I wish to continue my relationship after the Program formally ends.	1	2	3	4	5
24. As a result of the Mentorship Program I would be willing to assume the role of a mentor.	1	2	3	4	5
25. As a result of the Mentorship Program I am capable of assuming the role of a mentor.	1	2	3	4	5
26. The mentorship Program should be available to the newly appointed School-Based Administrator as a form of support from the District.	1	2	3	4	5

27. I perceive the following to be the strongest aspects of the Mentorship Program:

____

____

28. Aspects of the Mentorship Program I would like to see changed include:

Explain:

29. Comments:

Figure F14a. Support for Success Mentorship Program for Newly Appointed School-Based Administrators Evaluation (Protégés)

Support for Success Mentorship Program for Newly Appointed School-Based Administrators Evaluation (Mentors)

Please check one:

I____was, or _____was not in attendance at the Orientation and Preparation Sessions at the inception of this Program?

Please circle your response.

1 – Strongly Disagree, 2 – Generally Disagree, 3 – Neutral, 4 – Generally Agree, 5 – Totally Agree

1. As a result of the Mentorship Program I am better able to set realistic goals for myself as a School-Based Administrator	1	2	3	4	5
2. As a result of the Mentorship Program I understand the Budgeting Process.	1	2	3	4	5
3. As a result of the Mentorship Program I am able to deal competently with Human Resources issues.	1	2	3	4	5
4. As a result of the Mentorship Program I am able to deal competently with Student issues.	1	2	3	4	5
5. As a result of the Mentorship Program I understand the expectations of a Mentor/Protégé relationship.	1	2	3	4	5

6. As a result of the relationship with my protégé, I am more knowledgeable in the area(s)of:

____

____

____

7. As a result of the written material provided in the Mentorship Program I am able to demonstrate knowledge in the area(s) of:

____

____

8. I fell that district support is essential for the newly appointed School-Based Administrator.	1	2	3	4	5

9. I feel mentorship is a highly effective means of providing support to the newly appointed School-Based Administrator.	1	2	3	4	5
10. I feel that I was adequately prepared for my participation in the Mentorship Program.	1	2	3	4	5
11. I feel that the Mentorship Program quickens the learning of the newly appointed School-Based Administrator.	1	2	3	4	5
12. I believe I formed more contacts with other School-Based Administrators while participating in the Mentorship Program than I would have without the program.	1	2	3	4	5
13. I believe the Mentorship Program provided me with a richer network of support from other School-Based Administrators than I would have had without the program.	1	2	3	4	5
14. I feel that my protégé is someone I can trust.	1	2	3	4	5
15. I feel that I was sensitive to my needs as a newly appointed School-Based Administrator.	1	2	3	4	5
16. I feel that there was value in the sessions that were held for mentors only.	1	2	3	4	5
17. I feel there was value in the sessions that were held for mentors and protégés together.	1	2	3	4	5
18. I feel that a principal is an appropriate mentor for a new assistant principal.	1	2	3	4	5
19. I feel that the process that was used to match mentors with protégés was appropriate.	1	2	3	4	5
20. The Mentorship Program afforded me the opportunity to form contacts with other School-Based Administrators.	1	2	3	4	5
21. The Mentorship Program afforded me the opportunity to form larger support networks with other School-Based Administrators.	1	2	3	4	5
23. As a mentor I was: • Was accessible.	1	2	3	4	5
• Modeled positive qualities of leadership.	1	2	3	4	5

• Was supportive.	1	2	3	4	5
• Was an empathetic listener.	1	2	3	4	5
• Encouraged my protégé to take risks.	1	2	3	4	5
• Encouraged my protégé to seek a variety of solutions.	1	2	3	4	5
• Contributed to the professional growth of my protégé.	1	2	3	4	5
• Had a positive influence on my protégé.	1	2	3	4	5
• Was open to a number of solutions.	1	2	3	4	5
• Grew in my own leadership style.	1	2	3	4	5
• Contributed to my protégé's success.	1	2	3	4	5
• Added to my protégés awareness of the political realities of the District.	1	2	3	4	5
• Involved my protégé in the social structures of the District.	1	2	3	4	5
23. I wish to continue my relationship after the Program formally ends.	1	2	3	4	5
24. As a result of the Mentorship Program I would be willing to assume the role of a mentor again.	1	2	3	4	5
25. As a result of the Mentorship Program I am capable of assuming the role of a mentor.	1	2	3	4	5
26. The mentorship Program should be available to the newly appointed School-Based Administrator as a form of support from the District.	1	2	3	4	5

27. I perceive the following to be the strongest aspects of the Mentorship Program:

28. Aspects of the Mentorship Program I would like to see changed include:

Explain:

29. Comments:

Figure F14b. Support for Success Mentorship Program for Newly Appointed School-Based Administrators Evaluation (Mentors)

Support for Success Mentorship Program for Newly Appointed School-Based Administrators Evaluation Results (Protégés/Mentors)

Please check one: I am a Principal_______, or Assistant Principal_______.

I____was, or _____was not in attendance at the Orientation and Preparation Sessions at the inception of this Program?

Please circle your response.

1 – Strongly Disagree, 2 – Generally Disagree, 3 – Neutral, 4 – Generally Agree, 5 – Totally Agree

1. As a result of the Mentorship Program I am able to set realistic goals for myself as a School-Based Administrator		1	2	3	4	5	Mean
	Mentors	0%	6%	69%	25%	0%	3.2
	Pro's	0%	5%	21%	53%	21%	3.9
2. As a result of the Mentorship Program I understand the Budgeting Process.		1	2	3	4	5	Mean
	Mentors	12%	19%	50%	19%	0%	2.8
	Pro's	0%	17%	44%	39%	0%	3.2
3. As a result of the Mentorship Program I am able to deal competently with Human Resources issues.		1	2	3	4	5	Mean
	Mentors	0%	6%	56%	38%	0%	3.3
	Pro's	0%	0%	12%	82%	6%	3.9
4. As a result of the Mentorship Program I am able to deal competently with Student issues.		1	2	3	4	5	Mean
	Mentors	0%	13%	50%	37%	0%	3.3
	Pro's	0%	6%	6%	72%	17%	4.0
5. As a result of the Mentorship Program I understand the expectations of a Mentor/Protégé relationship.		1	2	3	4	5	Mean
	Mentors	0%	0%	19%	56%	25%	4.1
	Pro's	0%	0%	16%	47%	37%	4.2

6. As a result of the relationship with my mentor, I am more knowledgeable in the area(s)of:

Mentors/Without Orientation/Preparation

- What I can do to help administrators to… I know what I did/didn't do and being evaluative – what I would do if I were to do it again.
- Independence. "Beginner" concerns.

- Conflict resolution. The diversity of student population and the effect demographics can have on school cultures. Appreciation of the diversity in leadership styles and the effects on school culture.

Mentors/With Orientation/Preparation

- Issues and problems that are new to education and society as well as to the position of principal.
- C.T.S.
- The problems, the unknowns, of the newly appointed assistant principal.
- Networking with others. Understanding and focusing on issues that seem to be of concern to most administrators. Focus on staff celebrations.
- Listening, sharing ideas.
- Being an administrator for some time I learned a few new things and learned more about the concerns of new administrators. On the specific topics above nothing was terribly new to me.
- Needs of protégé, needs of teachers in leadership positions.
- Human relations. We spent considerable time discussing staff relationships. This caused me to reflect more on my own unique situation.
- Human resources!
- The feeling of beginning in a new position.

Principal Protégés/With Orientation /Preparation

- Staff relationships – human elements – interaction.
- Human resources and how to deal with situations which could become sticky etc. General confidence in my own abilities. Got that constant reassurance.
- City restaurants, plans for retirement, pacing of self, devotion to job and family.
- Policy, teacher conflicts and resolutions, working with children who deviate from the norm. Human resources and many, many more things.
- The general interpersonal interaction of all staff members and the importance of being aware of the importance of this.

Principal Protégés/Without Orientation /Preparation

- Sexual abuse disclosure, NMS, assignable time for certified staff, office staff expectations, a different format for newsletters.

Assistant Principal Protégés/With Orientation /Preparation

- Relationships, building community, setting goals, developing and defending a personal vision, highlight the strengths, working with staff, conflict resolution, problem solving, reflective practice.
- Staff evaluation and support functions. School promotion.
- Personal relationships. Dealing with parent issues.
- Role and need to be patient – as time provides experience and experience provides learning = growth.
- My expectations for myself and for my staff are more realistic – my mentor often gave me a reality check.
- Goal-setting/sticking to: accountability, believing in myself, facing problems dead-on, taking risks, sticking to my beliefs.
- Humor relationships – being able to take myself less seriously. Set realistic goals.
- Dealing with staff concerns (working out conflicts among staff).

Assistant Principal Protégés/Without Orientation /Preparation

- Setting boundaries.
- Appropriate expectations for a beginning assistant principal.
- Expectations I had – whether they are real or not. Teacher evaluations.
- Being understanding and being there for those I am responsible for.

7. As a result of the written material provided in the Mentorship Program I am able to demonstrate knowledge in the area(s) of:

Mentors/Without Orientation/Preparation

- Management of time. Dealing with and initiating change.

Mentors/With Orientation/Preparation

- Relationship issues in human resources. On the process of being an administrator.
- The mentor/protégé relationship.
- Conflict resolution. Site-based decision-making.
- Dealing with parents.
- Selection and matching of protégés. Perhaps a little more insight into my style of administration.
- Human relations.

- Too much time has passed and this was not an area of focus for us.

Principal Protégés/With Orientation/Preparation

- How to read the budget printout and understand it somewhat.
- Filling binders.
- Budgeting, NMS system, Human Resources (still a lot to learn), student issues.
- Allocations of staff, funds, use of NMS.

Principal Protégés/Without Orientation/Preparation

- Budget, goal-setting, consensus building.

Assistant Principal Protégés/With Orientation/Preparation

- Too much time/monthly information shared at monthly meeting with mentor. We focused on all aspects of position at our own monthly dinner meetings.
- Celebration and spiritualization.
- Responsibilities. It has provided a springboard to further discussions.
- Human resources issues.
- Policies and discipline.
- Roles and relationships, conflict and consensus-building, staff relationships, some site-based management.
- Organizing my time and energy.

Assistant Principal Protégés/Without Orientation/Preparation

- Mentorship – pros.
- Policy, goal-setting.
- Leadership and what encompasses mentorship.
- Ways of resolving conflicts. Setting goals.

8. I feel that district support is essential for the newly appointed School-Based Administrator.		1	2	3	4	5	Mean
	Mentors	0%	6%	6%	25%	63%	4.4
	Pro's	0%	0%	0%	21%	79%	4.8
9. I feel mentorship is a highly effective means of providing support to the newly appointed School-Based Administrator.		1	2	3	4	5	Mean
	Mentors	0%	0%	0%	63%	38%	4.4
	Pro's	0%	0%	6%	22%	72%	4.7
10. I feel that I was adequately		1	2	3	4	5	Mean

	Mentors	0%	19%	38%	38%	6%	3.3
	Pro's	5%	5%	11%	32%	47%	4.1
11. I feel that the Mentorship Program quickens the learning of the newly appointed School-Based Administrator.		1	2	3	4	5	Mean
	Mentors	0%	0%	6%	63%	31%	4.4
	Pro's	0%	0%	12%	44%	44%	4.3
12. I believe I formed more contacts with other School-Based Administrators while participating in the Mentorship Program than I would have without the program.		1	2	3	4	5	Mean
	Mentors	6%	13%	38%	25%	19%	3.9
	Pro's	0%	5%	5%	21%	68%	4.5
13. I believe the Mentorship Program provided me with a richer network of support from other School-Based Administrators than I would have had without the program.		1	2	3	4	5	Mean
	Mentors	6%	25%	19%	38%	13%	3.6
	Pro's	0%	0%	5%	37%	58%	4.5
14. I feel that my mentor/protégé is someone I can trust.		1	2	3	4	5	Mean
	Mentors	0%	0%	6%	25%	69%	4.8
	Pro's	0%	0%	5%	11%	84%	4.8
15. I feel that my mentor was sensitive to my needs as a newly appointed School-Based Administrat[illegible]		1	2	3	4	5	Mean
	Mentors	0%	6%	0%	63%	31%	4.2
	Pro's	0%	0%	5%	32%	63%	4.6
16. I feel that there was value in the sessions that were held for protégés only.		1	2	3	4	5	Mean
	Mentors	0%	19%	38%	38%	6%	3.3
	Pro's	0%	0%	16%	53%	32%	4.2
17. I feel there was value in the sessions that were held for mentors and protégés together.		1	2	3	4	5	Mean
	Mentors	0%	13%	19%	38%	31%	3.9
	Pro's	0%	0%	0%	53%	47%	4.5
18. I feel that a principal is an appropriate mentor for a new assistant principal.		1	2	3	4	5	Mean
	Mentors	6%	13%	0%	31%	50%	4.0
	Pro's	5%	16%	16%	32%	32%	3.7
19. I feel that the process that was used to match mentors with protégés was appropriate.		1	2	3	4	5	Mean
	Mentors	6%	13%	44%	19%	19%	3.3
	Pro's	0%	21%	32%	26%	21%	3.5
20. The Mentorship Program afforded me the opportunity to form contacts with other School-Based Administrators.		1	2	3	4	5	Mean
	Mentors	6%	19%	25%	31%	19%	3.4
	Pro's	0%	5%	5%	44%	47%	4.3
21. The Mentorship Program afforded		1	2	3	4	5	Mean

	Mentors	6%	19%	31%	31%	13%	3.3
	Pro's	0%	0%	11%	58%	32%	4.2
22. The Mentorship Program provided me with a mentor who: • Was accessible.		1	2	3	4	5	Mean
	Mentors	0%	0%	13%	63%	25%	4.1
	Pro's	5%	55	5%	26%	58%	4.3
• Modeled positive qualities of leadership.		1	2	3	4	5	Mean
	Mentors	0%	0%	6%	75%	19%	4.1
	Pro's	0%	0%	0%	16%	84%	4.8
• Was supportive.		1	2	3	4	5	Mean
	Mentors	0%	0%	0%	50%	50%	4.5
	Pro's	0%	0%	5%	26%	68%	4.6
• Was an empathetic listener.		1	2	3	4	5	Mean
	Mentors	0%	0%	12%	38%	50%	4.4
	Pro's	0%	0%	0%	16%	84%	4.8
• Encouraged me (the protégé) to take risks.		1	2	3	4	5	Mean
	Mentors	0%	0%	25%	50%	25%	4.0
	Pro's	0%	0%	11%	47%	42%	4.3
• Encouraged me (the protégé) to seek my (their) own solutions.		1	2	3	4	5	Mean
	Mentors	0%	0%	19%	56%	25%	4.1
	Pro's	0%	0%	16%	47%	37%	4.2
• Contributed to my (the protégé) professional growth.		1	2	3	4	5	Mean
	Mentors	0%	13%	19%	56%	13%	3.7
	Pro's	0%	0%	16%	37%	47%	4.3
• Had a positive influence on me (the protégé).		1	2	3	4	5	Mean
	Mentors	0%	0%	19%	63%	19%	4.0
	Pro's	0%	0%	5%	32%	63%	4.6
• Was open to a number of solutions.		1	2	3	4	5	Mean
	Mentors	0%	0%	6%	63%	31%	4.3
	Pro's	0%	0%	11%	39%	50%	4.4
• Helped (the protégé) me develop my (their) own leadership style.		1	2	3	4	5	Mean
	Mentors	0%	6%	19%	56%	19%	3.9
	Pro's	0%	0%	16%	37%	47%	4.3
• Contributed to my success (success of the protégé).		1	2	3	4	5	Mean
	Mentors	0%	6%	25%	50%	19%	3.8
	Pro's	0%	0%	16%	47%	37%	4.2
• Added to my (the protégé) awareness of the political realities of the District.		1	2	3	4	5	Mean
	Mentors	0%	0%	31%	56%	13%	3.8
	Pro's	0%	5%	21%	37%	37%	4.0
• Involved me (the protégé) in the social structures of the District.		1	2	3	4	5	Mean
	Mentors	0%	19%	31%	38%	13%	3.4
	Pro's	0%	11%	26%	47%	16%	3.7
23. I wish to continue my relationship		1	2	3	4	5	Mean

	Mentors	0%	6%	13%	25%	56%	4.3
	Pro's	5%	0%	11%	26%	58%	4.3
24. As a result of the Mentorship Program I would be willing to assume the role of a mentor.		1	2	3	4	5	Mean
	Mentors	0%	7%	7%	40%	46%	4.3
	Pro's	5%	0%	11%	32%	53%	4.2
25. As a result of the Mentorship Program I am capable of assuming the role of a mentor.		1	2	3	4	5	Mean
	Mentors	0%	0%	0%	50%	50%	4.5
	Pro's	5%	0%	11%	44%	40%	4.1
26. The mentorship Program should be available to the newly appointed School-Based Administrator as a form of support from the District.		1	2	3	4	5	Mean
	Mentors	0%	6%	13%	19%	63%	4.4
	Pro's	0%	0%	5%	16%	79%	4.2

27. I perceive the following to be the strongest aspects of the Mentorship Program:

Mentors/Without Orientation/Preparation

- Opportunity for new people to get together and share.
- The opportunity to have someone to call in any eventuality is a beneficial option. Networking is absolutely essential to all school-based administrators both experienced and inexperienced.
- The intent.
- Networking – the sessions and topics – doing a needs assessment and following it through.
- Formalized mentorship for those administrators without connections. Formalized professional development activities on pertinent topics.

Mentors/With Orientation/Preparation

- Providing a focus for newly – appointed administrators to examine and reflect on the various aspects of the position without the discussions putting extra pressure on the new appointee.
- Opportunity for informal discussions within a structured framework.
- The trust which builds - the opportunity to participate. The opportunity to be a reflective practitioner.
- Structured time.
- Group sharing time. Situation analysis. Professional development led by peers.
- The opportunity of allowing newly appointed administrators to realize that there is support for them and there are people that they can turn to for help.

- Comfort level established form outset. Non-threatening. Good pairing of individuals. Openness encouraged.
- Exchange of ideas, friendship, and networking!
- The opportunity to share one's "problems" with a neutral mentor has to be one of the strongest aspects of the program.
- Personal relationships. New contacts, etc. The human element.

Principal Protégés/With Orientation/Preparation

- The Networking that follows participation in the workshop type of activities.
- It gave me someone, who cared, to bounce ideas off, to discuss difficult problems with and someone to laugh with.
- Its purpose is relevant and will be increasingly necessary as our district evolves.
- The networking, freedom of speech.
- The opportunity to dialogue with others who are equally in the same situation.
- I think the philosophy of the program is strong. New administrators need support of experienced leaders and the gathering, as a large group to address issues is important and useful.

Principal Protégés/Without Orientation/Preparation

- Actual meetings of mentor and protégé beyond the formal structure.

Assistant Principal Protégés/With Orientation/Preparation

- The coming together of a number of administrators to focus on particular issues. Knowing there's someone you can call if you get into a jam or if you have a dilemma.
- Having support and knowing someone is there when/if you need them.
- Gave new administrators the confidence to lead and made me realize I am capable. Gave us an experienced "excellent" mentor for moral support.
- The strongest aspect of the Mentorship Program is having the opportunity to meet, share, and discuss issues we are experiencing as new administrators with someone who listens and can suggest solutions – with an outside perspective.
- Dialogue, reflective discussion, role playing.
- The program was there to be used as much as one wanted – the mentor was there for me whenever I needed answers.
- One-on-one consultation with another practitioner.
- I appreciated the input in requesting a mentor who models in action the beliefs we share. It will be a lifelong mentorship. She calls it a "shared mentorship."

Assistant Principal Protégés/Without Orientation/Preparation

- Meeting and getting to know other administrators – new as well as experienced.
- Someone else to give suggestions and advice.
- Opportunity to meet with and discuss issues and get a variety of opinions.
- Having a strong, positive image.

28. Aspects of the Mentorship Program I would like to see changed include:

Mentors/Without Orientation/Preparation

- The matching of mentor-protégé was a problem due to the lateness of the appointment. The physical distance between schools did not allow for easy access and face to face contact.
- Get more "hands on" practical things done. The "nitty, gritty."
- Meet more often (both formally and informally).
- Matching of mentor/protégé.

Mentors/With Orientation/Preparation

- Does the newly appointed person understand the nature of availability?
- Personal time with protégé with the time. (i.e. possibly a 2 day retreat, away as a group – time to discuss issues). 2 intensive days and schedule time together after retreat might be better.
- The potential has always been here. The sessions were too far apart to be evaluated appropriately at this time. We needed more input from the mentors in helping to design the sessions. Should be based on the needs as identified by the protégé.
- Some sophistication of the matching process. Identify some initial connectedness?
- Having more common time and work jointly on projects with protégé. Project would assist in bonding. Pairing in levels, elementary and elementary.
- Time for mentor and protégé to meet on their own turf. More sharing in problem solving situation.
- More intense information in areas.
- It might be better to line up mentor/protégé according to division. Although there are, many similarities in administration there are peculiarities associated with each of the three divisions, elementary, junior high, and senior high.
- Pairing of participants.
- None to speak of except more time.

Principal Protégés/With Orientation/Preparation

- While I was fortunate to have the mentor I had – would it be more advantageous to allow protégés to choose their own mentors?
- I can't think of anything I'd change.
- More meat in all areas.
- More contact with the protégés.
- Lecture style sessions where materials were given out in a handout (regurgitating what I could have read on my own).
- The matching of mentors/protégés. Dealing with some of the very practical sharing – P.D. for teachers/staff – working with S.A.C.'s – dealing with some daily tasks.

Assistant Principal Protégés/With Orientation/Preparation

- The way in which mentors/protégés are matched.
- Match mentors, perhaps with someone who is in the same administrative position.
- First two sessions were too long winded with theoretical jargon.
- I would have liked to have met my mentor at a general group meeting – and would have liked to know more of what was available.
- More time to allow all protégés to find their own mentors.
- More sessions and some input as to the topics to be discussed.

Assistant Principal Protégés/Without Orientation/Preparation

- A couple sessions with just the protégés to discuss issues and problems.
- Choice of mentor.
- More hands on training sessions (i.e. budgeting, etc.)

Explain:

Mentors/Without Orientation/Preparation

- To correct the above problem would not be an easy task. A large bank of mentors would be beneficial. An in-family approach in matching might be a new tactic.
- On a personal basis I could have met more often than we did. The phone and meetings were excellent but as often happens the more you know about the person the better you are able to help.

Mentors/With Orientation/Preparation

- There must be time to build relationship and trust. This year appeared forced at times. A retreat (2-days, and a weekend) shows commitment and provides opportunity to really get to know each other and also the issues.

- Draw more on the lived experiences of your people. The efforts of the leaders in this group are greatly valued. The time spread was too great to allow for an accurate evaluation.
- Not a good year to be involved in the project due to the degree of change being processed through the school and the district.
- Provide a mechanism for protégé to bring actual situations to the table for discussion.
- There are areas that a new administrator often seeks such as budgeting, correct procedures to follow that we could have spent more time on.
- You can't simply "create" a mentor/protégé relationship – it must grow. Allow people to choose who they work with.

Principal Protégés/With Orientation/Preparation

- When people have already formed a network, e.g. common philosophies, etc. the mentorship process may be even more effective.
- Provide real training as part of the process. Real evaluation instruction – assignments to do at school. Real budget simulations, real timetabling simulations/staffing etc. Give it all course credit at the U of A.
- Ability to meet more socially.
- At the outset I felt comfortable with my mentor and I think he's a wonderful person but there wasn't a trust level there and we didn't have time to really get to know each other to establish that level of trust. The comfort level to share wasn't there beyond the surface level of issues.

Assistant Principal Protégés/With Orientation/Preparation

- As an assistant, perhaps someone in the same role would have been able to give me a better perspective on what to expect. Often, some of the principals have not done an assistant principal's duties for many years and the roles are quite different. I did not have a problem however and was blessed with an excellent mentor.
- A "real" mentorship occurs only when a relationship has grown into one that is conducive to mentorship. We were able to use this process to move forward. The process hasn't stopped.
- With so many changes taking place, it is imperative that a program of this caliber continue to provide guidance, support, and networking opportunities as we build a new and better system to serve the needs of all stakeholders.

Assistant Principal Protégés/Without Orientation/Preparation

- We developed an understanding and friendship in the leadership and administration program.
- While my mentor is a kind, caring person he was across the city and often busy in his school so when I called to discuss something he was unavailable. At times instant support

or ideas are needed. Some problems can't wait until the next day. I really don't have half a day to take off to get together and meet.

29. Comments:

Mentors/Without Orientation/Preparation

- A positive experience that should be continued.
- This is a valuable program that I wasn't able to participate in when I was newly appointed. I obtained similar information only through the openness and generosity of those who were with me at the time. To be able to give back the lessons I have learned is very rewarding.

Mentors/With Orientation/Preparation

- We discussed over the year could be done over two days.
- My protégé and I will continue our shared mentorship. The value to each one of us based on our own experiences has been very rich. Thank you for this opportunity. We had monthly dinner meetings and shared professional development.
- A good program, well conducted. Thank you for the opportunity to be part of this experience. Continue the program in whatever format – but continue.
- It was overall a very good experience. Anytime that people share their experiences you have valuable interaction going on. We all learn by sharing our experiences be they positive or negative.
- Great leadership provided.
- I valued this experience for as we shared experiences, decisions, and actions I found myself reflecting on my own practices and reassessing my ideas.
- Great work team! I hope that you can continue in the future.
- Excellent program. Must be continued.

Principal Protégés/With Orientation/Preparation

- I enjoyed the entire process. Thank you for all your hard work.
- Excellent program – It helped me become the best I could be. Many thanks to the entire team.
- Preparation and organization were very thorough and sessions most enjoyably delivered. The Staff Development Officer was always ready to accommodate all requests! Much Thanks.
- I really felt that my mentor was so busy. I often felt I was imposing. I'm sure he would be upset to know that but I really felt it. I was somewhat disappointed but thank you for all of your efforts.

Principal Protégés/Without Orientation/Preparation

- Thank you. It was enjoyable, educationally enlightening and my mentor and I both gained a few pounds over our many lunches.

Assistant Principal Protégés/With Orientation/Preparation

- I have often wondered this year if perhaps a "buddy" system wouldn't have been more effective. Have new administrators "buddy" up with other administrators who are relatively new – after all, these people are going through and have recently gone through, many of the same things your are.
- Program should be continued! Thanks!
- I have become a better administrator because of this program. My mentor and others I have met will continue to be people I can network with and celebrate with. Thank you!
- This was a great way to dialogue and reflect with colleagues. It set an opportunity to network. Thank you!
- I really want to thank the mentors for their time. I was able to learn from their valuable experiences. I like the idea of knowing that someone was there if I wanted answers. I wished I would have taken more initiative on my own. I would like to see the program continue.
- Thanks to the entire Program Team. Their efforts and help were outstanding.
- I would like to congratulate the team and the dedication given to the creation of such an important program. I cannot imagine a newly appointed administrator functioning without this support network.

Assistant Principal Protégés/Without Orientation/Preparation

- Thank you very much! I enjoyed the sessions and the time to meet with others who are in the same position as I am. I felt better when I found out that others had similar problems to mine – we could discuss solutions.
- As excellent program that must be continued!

Figure F15. Support for Success Mentorship Program for Newly Appointed School-Based Administrators Evaluation Results.